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ABSTRACT

This report on the private school universe presents data on K-12 schools by school size, school level, religious orientation, geographical region, and program emphasis. The numbers of students and teachers are reported in the same categories. The number of students is also reported by race/ethnicity and grade level. Tables present data by three classification schemes: religious and nonsectarian categories, association membership, and private school typology. The Private School Survey (PSS) is designed to collect data from all private schools in the 50 states and the District of Columbia. The survey, conducted in 1993-94 by the U.S. Bureau of the Census for the National Center for Education Statistics, is the primary data source for this report. A total of 26,093 private schools completed the survey, an overall response rate of 98 percent. Data from the 1989-90 and 1991-92 PSS's are used for comparison. Selected results include: 98 percent of private schools offered at least some elementary grades, 60 percent offered elementary grades, 31 percent offered a combination of elementary and secondary grades, and the remaining 10 percent offered secondary grades only; approximately 4.8 million students were enrolled in the Nation's private schools in the fall of 1993, and were taught by approximately 338 thousand full-time equivalent teachers. Information is also provided on school orientation and affiliation, grade configuration, enrollment, racial/ethnic composition, numbers of teachers, school size, length of school day, religious affiliation, and private school-association membership. Detailed technical notes and 17 tables are included. Appendices contain standard error tables, values and standard errors for comparison data, item response rates, and a copy of the survey. (LMI)

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Statistical Analysis Report May 1996

Private School Universe Survey, 1993–94

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Statistical Analysis Report May 1996

Private School Universe Survey, 1993–94

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National Center for Education Statistics

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We are interested in your reaction to the information presented here about the Private School Universe data collection system. We welcome your recommendations for improving our survey work. If you have suggestions or comments or want more information about this report, please contact:

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Washington, DC 20208-5651

Introduction

This report on the private school universe presents data on schools with grades kindergarten through twelve by school size, school level, religious orientation, geographical region, and program emphasis. The number of students and teachers are reported in the same categories. The number of students is also reported by race/ethnicity, available for the first time in this data collection, and grade level.

Tables present data by three classification schemes: religious and non-sectarian categories, association membership, and private school typology. The private school nine-category typology is based on methodological work completed at the National Center for Education Statistics (NCES). Each of the primary divisions (Catholic, Other Religious, and Non-sectarian) is subdivided into three additional categories: Catholic into Parochial, Diocesan, and Private order; Other Religious into Conservative Christian, Affiliated with a national denomination or other religious school association, and Unaffiliated; and Non-sectarian into Regular program, Special emphasis, and Special education.[1]

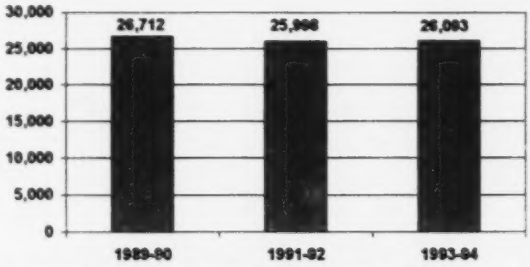
The Private School Survey (PSS) is designed to collect data from all private schools in the 50 states and the District of Columbia. This survey, conducted in 1993–94 by the U.S. Bureau of the Census for the National Center for Education Statistics, is the primary data source for this report. Data from the 1989–90 and 1991–92 PSS are used for comparison. The survey design is described in the Technical Notes section of the report, pages 23 – 40.

[1] For a description of the typology see the definitions in the Technical Notes section of the report, page 23.

Selected Results

Schools: In the fall of 1993 there were 26,093 private elementary and secondary schools in the United States; a total not statistically different from the 26,712 private schools counted in the fall of 1989 or the 25,998 private schools counted in the fall of 1991 (figure 1).

Figure 1—Number of Private Schools: United States, 1989-90, 1991-92, and 1993-94

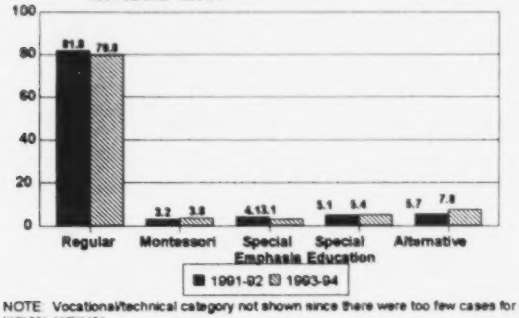


SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1989-90, 1991-92, and 1993-94.

There was considerable diversity as to orientation and affiliation of schools in the private sector in 1993. Of the three primary types of private schools, Catholic, other religious, and non-sectarian, other religious schools were the most numerous, followed by Catholic schools, and then by non-sectarian schools (table 1). Parochial schools were the most numerous type of Catholic schools followed by diocesan and then private order schools. Among the three categories of other religious schools, conservative Christian, affiliated, and unaffiliated, the largest group was the conservative Christian schools, followed by the unaffiliated schools, and then by the affiliated schools. Of the non-sectarian schools, there were fewer special education schools than regular or special emphasis schools.

Ninety percent of private schools offered at least some elementary grades, 60 percent offered elementary grades and 31 percent offered a combination of elementary and secondary grades; while the remaining 10 percent offered secondary grades only. The distribution of schools by level (elementary, secondary, or combined) was stable between 1989 and 1993 (table 1 and appendix B). Most private schools (80 percent) emphasized a regular elementary, secondary program. The other program emphasis categories, Montessori, special emphasis, special education, and alternative, each contained fewer than 10 percent of private schools. Between 1991 and 1993,[2] there was an increase in the percentage of private schools emphasizing an alternative program (two percentage points) and a decrease in the percentage of regular (2 percentage points) and special program emphasis schools (one percentage point)(figure 2).

Figure 2.—Percentage distribution of private schools by program emphasis, 1991-92 and 1993-94

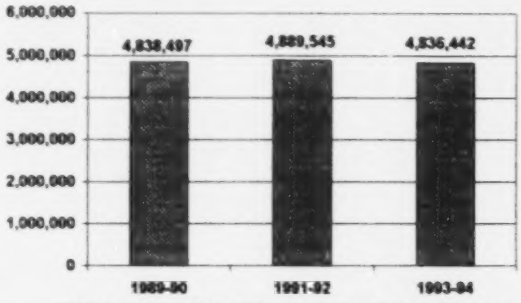


NOTE: Vocational/technical category not shown since there were too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1991-92 and 1993-94.

Enrollment: Approximately 4.8 million students were enrolled in the Nation's private schools in the fall of 1993, a total not statistically different from those of 1989 and 1991 (figure 3). Private school students represented approximately 11 percent of the total elementary and secondary students in the United States.[3]

Figure 3.—Number of private school students: United States, 1989-90, 1991-92, and 1993-94



SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1989-90, 1991-92, and 1993-94.

In contrast to the number of schools, more students were enrolled in Catholic schools than in other religious schools (table 1). Enrollment in non-sectarian schools, like the number of schools, was less than that of Catholic or other religious schools. The pattern of enrollment for the three categories of Catholic schools mirrored that of the number of schools; more students were enrolled in parochial schools, followed by diocesan schools, and then by private order schools. Among the three categories of other religious schools, enrollment was greater in conservative Christian and affiliated schools than in unaffiliated schools. Of the non-sectarian schools, regular schools had more students, followed by special emphasis schools, and then by special education schools.

Enrollment was greatest in elementary schools, followed by that of combined schools, and then by that of secondary schools. The

[2] Because of changes in the questionnaire between 1989 and 1991, comparisons of program emphasis statistics between 1991 or 1993 and 1989 are problematic. See U.S. Department of Education, National Center for Education Statistics, *Private School Universe Survey, 1991–92*, NCES 94-350, (Washington, DC: 1994).

[3] Public school enrollment is from the 1993–94 Schools and Staffing Survey.

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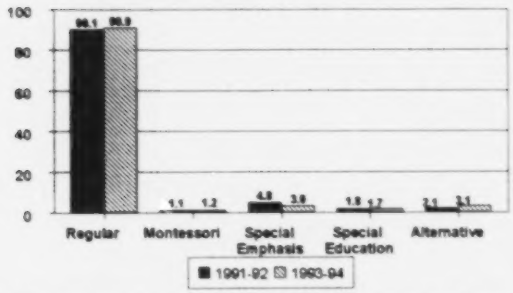
distribution of private school students by school level has changed slightly over time with the percent enrolled in secondary schools decreasing one percentage point and the percent enrolled in combined schools increasing one percentage point between 1989 and 1993 (table 1 and appendix B).

Almost 91 percent of private school students were enrolled in schools with a regular elementary, secondary program emphasis. Less than 5 percent of private school students were enrolled in schools featuring one of the other categories of program emphasis. Between 1991 and 1993 the percentage of students enrolled at regular and alternative schools increased, approximately 1 percentage point each, while the percentage of students enrolled in special emphasis schools decreased (2 percentage points) (figure 4).

Figure 4.—Percentage distribution of private school students by program emphasis, 1991-92 and 1993-94

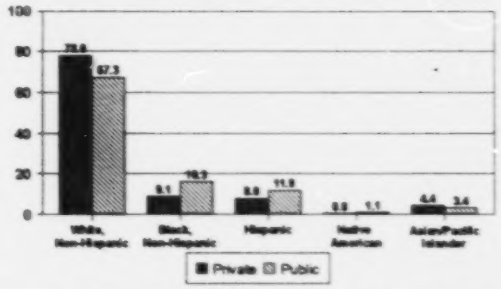


NOTE: Vocational/technical category not shown since there were too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1991-92 and 1993-94

About three-quarters (78 percent) of private school students were white, non-Hispanic; a larger percentage than that of public school students (67 percent) (figure 5). The percentages of students who were black non-Hispanic, Hispanic, or Native American were lower in private schools than in public schools, while the percent who were Asian/Pacific Islander was comparable for public and private schools.[4]

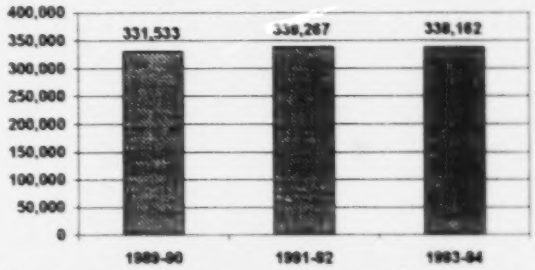
Figure 5.—Percentage distribution of private and public school students by race/ethnicity, 1993-94



SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1991-92 and 1993-94

Teachers: The Nation's private school students were taught by approximately 338 thousand full-time equivalent (FTE) teachers, a total not statistically different from those of 1989 and 1991 (figure 6). The distribution of FTE teachers among the three types of private schools was analogous to that of enrollment, with more FTE teachers being employed by Catholic schools, followed by other religious schools, and then by non-sectarian schools (table 1).

Figure 6.—Number of private school FTE teachers: United States, 1989-90, 1991-92, and 1993-94



SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1989-90, 1991-92, and 1993-94

[4] For estimates of the race/ethnic composition of private school enrollment from the 1987–88 and 1990–91 Schools and Staffing Surveys, see U.S. Department of Education, National Center for Education Statistics, *Private Schools in the United States: A Statistical Profile, 1990–91*, NCES 95-330.

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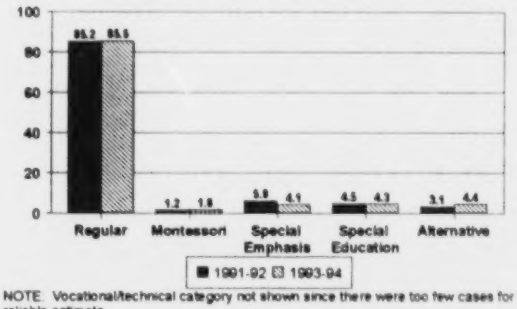
The pattern of enrollment for the three categories of Catholic schools mirrored that of the number of schools and students; more FTE teachers were teaching in parochial schools, followed by diocesan schools, and then by private order schools. Among the three categories of other religious schools, conservative Christian and affiliated schools employed more teachers than unaffiliated schools. Of the non-sectarian schools, regular schools had more FTE teachers, followed by special emphasis schools, and then by special education schools.

Nearly one-half of FTE teachers were teaching in elementary schools, followed by a third in combined schools, and 17 percent in secondary schools. The distribution of private school FTE teachers by school level, like students, has changed slightly with the percentage teaching in secondary schools decreasing approximately 2 percentage points between 1989 and 1993 (1 percentage point between 1991, and 1993); and the percentage teaching in elementary schools increasing half a percentage point between 1991 and 1993 (table 1 and appendix B).

Almost eighty-six percent of private school FTE teachers were teaching in schools with a regular elementary, secondary program emphasis. As in the case of students, less than 5 percent of private school FTE teachers were teaching in schools featuring one of the other categories of program emphasis. Between 1991 and 1993 the percentages of FTE teachers teaching at alternative and Montessori schools increased (1.5 and .5 percentage points, respectively) and decreased approximately 2 percentage points at special emphasis school (figure 7).

Figure 7.--Percentage distribution of private school FTE teachers by program emphasis, 1991-92 and 1993-94



NOTE: Vocational/technical category not shown since there were too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1991-92 and 1993-94.

The data mentioned here represent only a portion of that contained in the tables. Some tables contain variables not mentioned here such as school size (e.g. table 12) length of school day (table 11) or give estimates by state (table 17), religious affiliation (e.g. table 2), or private school association membership (table 14). Some tables allow the inter-relationships between aggregate categorical summaries, such as size by level (table 3), to be explored.

Table 1.–Number and percent of private schools, students, and FTE teachers, by selected characteristics: United States, 1993-94

Characteristics	Schools		Enrollment		FTE teachers	
	Number	Percent	Number	Percent	Number	Percent
Total	26,093	100.0	4,836,442	100.0	338,162	100.0
Private school type						
Catholic	8,331	31.9	2,488,101	51.4	137,218	40.6
Parochial	5,127	19.7	1,409,828	29.2	72,776	21.5
Diocesan	2,371	9.1	751,175	15.5	41,369	12.2
Private	833	3.2	327,097	6.8	23,073	6.8
Other religious	12,222	46.8	1,629,581	33.7	123,111	36.4
Conservative Christian	4,530	17.4	610,578	12.6	44,645	13.2
Affiliated	3,640	14.0	593,647	12.3	44,694	13.2
Unaffiliated	4,051	15.5	425,356	8.8	33,772	10.0
Non-sectarian	5,541	21.2	718,761	14.9	77,834	23.0
Regular	2,198	8.4	481,423	10.0	47,292	14.0
Special emphasis	2,106	8.1	163,251	3.4	17,595	5.2
Special education	1,237	4.7	74,087	1.5	12,947	3.8
School level						
Elementary	15,571	59.7	2,759,771	57.1	163,641	48.4
Secondary	2,506	9.6	791,235	16.4	58,497	17.3
Combined	8,016	30.7	1,285,437	26.6	116,025	34.3
Program emphasis						
Regular elementary, secondary	20,825	79.8	4,397,539	90.9	289,252	85.5
Montessori	991	3.8	57,967	1.2	5,413	1.6
Special program emphasis	809	3.1	145,671	3.0	13,869	4.1
Special education	1,401	5.4	83,751	1.7	14,475	4.3
Vocational/technical	–	–	–	–	–	–
Alternative	2,047	7.8	149,423	3.1	15,004	4.4
Size						
Less than 150	14,488	55.5	885,659	18.3	86,502	25.6
150 to 299	6,677	25.6	1,443,928	29.9	94,128	27.8
300 to 499	3,112	11.9	1,181,326	24.4	72,965	21.6
500 to 749	1,239	4.8	735,330	15.2	45,659	13.5
750 or more	578	2.2	590,200	12.2	38,908	11.5
Region						
Northeast	6,183	23.7	1,275,924	26.4	94,662	28.0
Midwest	7,146	27.4	1,309,211	27.1	81,862	24.2
South	7,558	29.0	1,386,268	28.7	105,509	31.2
West	5,207	20.0	865,039	17.9	56,128	16.6

– Too few sample cases for a reliable estimate

NOTE: Details may not add to totals due to rounding or missing values in cells with too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1993-94.

Table 2.–Number and percent of private schools, students, and FTE teachers, by religious and non-sectarian category: United States, 1993-94

Characteristics	Schools		Enrollment		FTE teachers	
	Number	Percent	Number	Percent	Number	Percent
Total	26,093	100.0	4,836,442	100.0	338,162	100.0
Religious orientation						
Roman Catholic	8,331	31.9	2,488,101	51.4	137,218	40.6
Amish	405	1.6	12,100	0.3	563	0.2
Assembly of God	507	1.9	69,992	1.5	4,978	1.5
Baptist	1,990	7.6	271,931	5.6	20,268	6.0
Calvinist	145	0.6	40,856	0.8	2,289	0.7
Christian (unspecified)	2,416	9.3	341,305	7.1	25,767	7.6
Church of Christ	178	0.7	41,875	0.9	2,951	0.9
Church of God	123	0.5	13,190	0.3	1,125	0.3
Disciples of Christ	–	–	–	–	–	–
Episcopal	349	1.3	88,079	1.8	8,711	2.6
Friends	69	0.3	14,839	0.3	1,714	0.5
Greek Orthodox	29	0.1	5,402	0.1	495	0.2
Islamic	71	0.3	7,514	0.2	789	0.2
Jewish	647	2.5	171,214	3.5	14,914	4.4
Latter Day Saints	–	–	–	–	–	–
Lutheran Church - Missouri Synod	1,042	4.0	155,168	3.2	8,690	2.6
Evangelical Lutheran Church In America	108	0.4	15,022	0.3	934	0.3
Wisconsin Evangelical Lutheran Synod	373	1.4	36,538	0.8	2,061	0.6
Other Lutheran	57	0.2	4,206	0.1	285	0.1
Mennonite	470	1.8	27,028	0.6	2,043	0.6
Methodist	106	0.4	17,420	0.4	1,533	0.5
Pentecostal	425	1.6	28,985	0.6	2,576	0.8
Presbyterian	125	0.5	26,922	0.6	2,114	0.6
Seventh-Day Adventist	1,072	4.1	67,034	1.4	4,540	1.3
Other	1,511	5.8	172,771	3.6	13,757	4.1
Non-sectarian						
Exceptional children	713	2.7	55,203	1.1	9,446	2.8
Montessori	693	2.7	45,303	0.9	4,400	1.3
Other non-sectarian	4,136	15.9	618,255	12.8	63,988	18.9

– Too few sample cases for a reliable estimate.

NOTE: Details may not add to totals due to rounding or missing values in cells with too few sample cases.

Group membership was sorted using the order displayed in the table; schools reporting membership in more than one group were assigned to the first group in the table. Cases classified as Exceptional children and Montessori include those schools reporting no religious orientation but membership in a relevant special interest association.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1993-94.

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Table 3.–Number and percent of private schools, by school level, by selected characteristics: United States, 1993-94

Characteristics	Total		Elementary		Secondary		Combined	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	26,093	100.0	15,571	100.0	2,506	100.0	8,016	100.0
Private school type								
Catholic	8,331	31.9	6,912	44.4	1,160	46.3	259	3.2
Parochial	5,127	19.7	4,870	31.3	199	8.0	58	0.7
Diocesan	2,371	9.1	1,792	11.5	523	20.9	56	0.7
Private	833	3.2	250	1.6	438	17.5	145	1.8
Other religious	12,222	46.8	6,358	40.8	651	26.0	5,213	65.0
Conservative Christian	4,530	17.4	1,472	9.5	142	5.7	2,916	36.4
Affiliated	3,640	14.0	2,430	15.6	320	12.8	890	11.1
Unaffiliated	4,051	15.5	2,456	15.8	189	7.5	1,407	17.6
Non-sectarian	5,541	21.2	2,302	14.8	696	27.8	2,544	31.7
Regular	2,198	8.4	1,136	7.3	251	10.0	811	10.1
Special emphasis	2,106	8.1	1,078	6.9	273	10.9	755	9.4
Special education	1,237	4.7	88	0.6	172	6.9	977	12.2
Program emphasis								
Regular elementary, secondary	20,825	79.8	13,787	88.5	1,870	74.6	5,167	64.5
Montessori	991	3.8	721	4.6	–	–	269	3.4
Special program emphasis	809	3.1	342	2.2	132	5.3	335	4.2
Special education	1,401	5.4	119	0.8	185	7.4	1,098	13.7
Vocational/technical	–	–	–	–	–	–	–	–
Alternative	2,047	7.8	602	3.9	304	12.1	1,141	14.2
Size								
Less than 150	14,488	55.5	7,993	51.3	1,006	40.2	5,489	68.5
150 to 299	6,677	25.6	4,961	31.9	518	20.7	1,198	14.9
300 to 499	3,112	11.9	1,946	12.5	432	17.2	734	9.2
500 to 749	1,239	4.8	577	3.7	291	11.6	371	4.6
750 or more	578	2.2	95	0.6	259	10.3	225	2.8
Region								
Northeast	6,183	23.7	3,697	23.7	791	31.6	1,695	20.9
Midwest	7,146	27.4	4,973	31.9	632	25.2	1,541	19.3
South	7,558	29.0	3,784	24.3	560	22.3	3,214	40.3
West	5,207	20.0	3,118	20.0	523	20.9	1,565	19.5

– Too few sample cases for a reliable estimate.

NOTE: Details may not add to totals due to rounding or missing values in cells with too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1993-94.

Table 4.–Number and percent of private school students by school level, by selected characteristics: United States, 1993-94

Characteristics	Total		Elementary		Secondary		Combined	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	4,836,442	100.0	2,759,771	100.0	791,235	100.0	1,285,437	100.0
Private school type								
Catholic	2,488,101	51.4	1,830,002	66.3	588,326	74.4	69,773	5.4
Parochial	1,409,828	29.2	1,307,730	47.4	82,009	10.4	20,089	1.6
Diocesan	751,175	15.5	467,460	16.9	272,966	34.5	10,749	0.8
Private	327,097	6.8	54,813	2.0	233,350	29.5	38,934	3.0
Other religious	1,629,581	33.7	707,267	25.6	116,987	14.8	805,327	62.7
Conservative Christian	610,578	12.6	183,232	6.6	21,061	2.7	406,285	31.6
Affiliated	593,647	12.3	311,808	11.3	65,519	8.3	216,321	16.8
Unaffiliated	425,356	8.8	212,227	7.7	30,407	3.8	182,722	14.2
Non-sectarian	718,761	14.9	222,502	8.1	85,922	10.9	410,337	31.9
Regular	481,423	10.0	144,060	5.2	54,246	6.9	283,117	22.0
Special emphasis	163,251	3.4	74,159	2.7	22,237	2.8	66,855	5.2
Special education	74,087	1.5	4,283	0.2	9,439	1.2	60,365	4.7
Program emphasis								
Regular elementary, secondary	4,397,539	90.9	2,610,870	94.6	720,113	91.0	1,066,555	83.0
Montessori	57,967	1.2	44,056	1.6	–	–	13,777	1.1
Special program emphasis	145,671	3.0	48,753	1.8	30,233	3.8	66,684	5.2
Special education	83,751	1.7	5,457	0.2	10,668	1.4	67,626	5.3
Vocational/technical	–	–	–	–	–	–	–	–
Alternative	149,423	3.1	50,604	1.8	28,732	3.6	70,087	5.5
Size								
Less than 150	885,659	18.3	536,405	19.4	62,334	7.9	286,920	22.3
150 to 299	1,443,928	29.9	1,070,305	38.8	113,435	14.3	260,188	20.2
300 to 499	1,181,326	24.4	734,368	26.6	168,733	21.3	278,225	21.6
500 to 749	735,330	15.2	333,235	12.1	177,257	22.4	224,837	17.5
750 or more	590,200	12.2	85,458	3.1	269,475	34.1	235,267	18.3
Region								
Northeast	1,275,924	26.4	747,557	27.1	270,837	34.2	257,531	20.0
Midwest	1,309,211	27.1	891,047	32.3	231,211	29.2	186,953	14.5
South	1,386,268	28.7	610,364	22.1	150,948	19.1	624,956	48.6
West	865,039	17.9	510,803	18.5	138,239	17.5	215,997	16.8

– Too few sample cases for a reliable estimate.

NOTE: Details may not add to totals due to rounding or missing values in cells with too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1993-94.

Table 5.–Number and percent of private schools by school level, by religious and non-sectarian category: United States, 1993-94

Characteristics	Total		Elementary		Secondary		Combined	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	26,093	100.0	15,571	100.0	2,506	100.0	8,016	100.0
Religious orientation								
Roman Catholic	8,331	31.9	6,912	44.4	1,160	46.3	259	3.2
Amish	405	1.6	388	2.5	--	--	17	0.2
Assembly of God	507	1.9	228	1.5	--	--	265	3.3
Baptist	1,990	7.6	524	3.4	30	1.2	1,437	17.9
Calvinist	145	0.6	97	0.6	19	0.8	29	0.4
Christian (unspecified)	2,416	9.3	992	6.4	109	4.4	1,315	16.4
Church of Christ	178	0.7	80	0.5	--	--	87	1.1
Church of God	123	0.5	43	0.3	--	--	78	1.0
Disciples of Christ	--	--	--	--	--	--	--	--
Episcopal	349	1.3	229	1.5	43	1.7	77	1.0
Friends	69	0.3	41	0.3	--	--	20	0.3
Greek Orthodox	29	0.1	23	0.2	--	--	--	--
Islamic	71	0.3	43	0.3	--	--	28	0.4
Jewish	647	2.5	370	2.4	151	6.0	125	1.6
Latter Day Saints	--	--	--	--	--	--	--	--
Lutheran Church - Missouri Synod	1,042	4.0	964	6.2	55	2.2	23	0.3
Evangelical Lutheran Church In America	108	0.4	100	0.6	--	--	--	--
Wisconsin Evangelical Lutheran Synod	373	1.4	346	2.2	21	0.8	--	--
Other Lutheran	57	0.2	46	0.3	--	--	--	--
Mennonite	470	1.8	290 *	1.9 *	--	--	167	2.1
Methodist	106	0.4	42	0.3	--	--	57	0.7
Pentecostal	425	1.6	90	0.6	--	--	327	4.1
Presbyterian	125	0.5	81	0.5	--	--	36	0.5
Seventh-Day Adventist	1,072	4.1	776	5.0	63	2.5	233	2.9
Other	1,511	5.8	561	3.6	81 *	3.2 *	869	10.8
Non-sectarian								
Exceptional children	713	2.7	79	0.5	99	4.0	534	6.7
Montessori	693	2.7	494	3.2	--	--	196	2.5
Other non-sectarian	4,136	15.9	1,728	11.1	594	23.7	1,813	22.6

-- Too few sample cases for a reliable estimate.

*The coefficient of variation for this estimate is larger than 25 percent. The standard error for this estimate is presented in the corresponding table in appendix A.

NOTE: Details may not add to totals due to rounding or missing values in cells with too few sample cases.

Group membership was sorted using the order displayed in the table; schools reporting membership in more than one group were assigned to the first group in the table. Cases classified as Exceptional children and Montessori include those schools reporting no religious orientation but membership in a relevant special interest association.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1993-94.

Table 6.–Number and percent of private school students by school level, by religious and non-sectarian category: United States, 1993-94

Characteristics	Total		Elementary		Secondary		Combined	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	4,836,442	100.0	2,759,771	100.0	791,235	100.0	1,285,437	100.0
Religious orientation								
Roman Catholic	2,488,101	51.4	1,830,002	66.3	588,326	74.4	69,773	5.4
Amish	12,100	0.3	11,620	0.4	–	–	480	0.0
Assembly of God	69,992	1.5	31,543	1.1	–	–	36,232	2.8
Baptist	271,931	5.6	64,675	2.3	4,648	0.6	202,607	15.8
Calvinist	40,856	0.8	22,022	0.8	6,938	0.9	11,896	0.9
Christian (unspecified)	341,305	7.1	108,750	3.9	17,811	2.3	214,744	16.7
Church of Christ	41,875	0.9	9,940	0.4	–	–	28,588	2.2
Church of God	13,190	0.3	4,910	0.2	–	–	8,158	0.6
Disciples of Christ	–	–	–	–	–	–	–	–
Episcopal	88,079	1.8	39,686	1.4	10,185	1.3	38,208	3.0
Friends	14,839	0.3	5,239	0.2	–	–	8,577	0.7
Greek Orthodox	5,402	0.1	4,261	0.2	–	–	–	–
Islamic	7,514	0.2	3,113	0.1	–	–	4,401	0.3
Jewish	171,214	3.5	87,354	3.2	22,600	2.9	61,260	4.8
Latter Day Saints	–	–	–	–	–	–	–	–
Lutheran Church - Missouri Synod	155,168	3.2	135,612	4.9	13,824	1.8	5,732	0.5
Evangelical Lutheran Church In America	15,022	0.3	14,220	0.5	–	–	–	–
Wisconsin Evangelical Lutheran Synod	36,538	0.8	30,115	1.1	5,633	0.7	–	–
Other Lutheran	4,206	0.1	3,236	0.1	–	–	–	–
Mennonite	27,028	0.6	12,938	0.5	–	–	11,255	0.9
Methodist	17,420	0.4	5,815	0.2	–	–	10,373	0.8
Pentecostal	28,985	0.6	7,239	0.3	–	–	21,489	1.7
Presbyterian	26,922	0.6	12,091	0.4	–	–	13,336	1.0
Seventh-Day Adventist	67,034	1.4	29,981	1.1	9,455	1.2	27,599	2.2
Other	172,771	3.6	62,814	2.3	12,665	1.6	97,292	7.6
Non-sectarian								
Exceptional children	55,203	1.1	7,205	0.3	7,342	0.9	40,656	3.2
Montessori	45,303	0.9	33,149	1.2	–	–	12,046	0.9
Other non-sectarian	618,255	12.8	182,147	6.6	78,472	9.9	357,635	27.8

– Too few sample cases for a reliable estimate.

NOTE: Details may not add to totals due to rounding or missing values in cells with too few sample cases.

Group membership was sorted using the order displayed in the table; schools reporting membership in more than one group were assigned to the first group in the table. Cases classified as Exceptional children and Montessori include those schools reporting no religious orientation but membership in a relevant special interest association.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1993-94.

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Table 7.–Percentage distribution of private schools by program emphasis, by religious and non-sectarian category: United States, 1993-94

Category	Total	Regular elementary secondary	Montessori	Special programs	Special education	Vocational technical education	Alternative
Religious orientation							
Roman Catholic	100.0	96.3	0.3	1.2	1.0	–	1.1
Amish	100.0	91.4	0.0	0.0	–	–	8.0
Assembly of God	100.0	78.6	–	–	0.0	0.0	19.1 *
Baptist	100.0	85.2	–	3.0 *	–	–	11.2
Calvinist	100.0	99.3	0.0	0.0	0.0	0.0	–
Christian (unspecified)	100.0	82.5	1.0	2.2	0.9	–	13.5
Church of Christ	100.0	90.9	–	–	–	0.0	–
Church of God	100.0	86.5	–	–	0.0	0.0	–
Disciples of Christ	100.0	74.1	0.0	0.0	–	0.0	0.0
Episcopal	100.0	89.7	–	–	–	0.0	–
Friends	100.0	72.6	0.0	–	–	0.0	–
Greek Orthodox	100.0	77.5	0.0	–	0.0	0.0	–
Islamic	100.0	65.8	0.0	–	0.0	0.0	–
Jewish	100.0	79.7	0.0	14.8	–	0.0	4.6
Latter Day Saints	100.0	–	–	–	–	–	–
Lutheran Church - Missouri Synod	100.0	97.9	–	–	–	0.0	–
Evangelical Lutheran Church In America	100.0	95.2	–	0.0	–	0.0	–
Wisconsin Evangelical Lutheran Synod	100.0	97.1	0.0	–	0.0	0.0	–
Other Lutheran	100.0	87.3	0.0	–	–	0.0	–
Mennonite	100.0	93.5	–	0.0	–	0.0	3.9
Methodist	100.0	79.0	0.0	–	–	0.0	–
Pentecostal	100.0	81.1	–	–	0.0	0.0	15.7
Presbyterian	100.0	87.3	0.0	–	–	0.0	–
Seventh-Day Adventist	100.0	96.6	0.0	–	–	0.0	2.3
Other	100.0	82.0	–	2.2	–	0.0	14.9
Non-sectarian							
Exceptional children	100.0	4.3	–	4.7 *	83.5	0.0	6.1
Montessori	100.0	4.8	93.9	–	–	0.0	–
Other non-sectarian	100.0	51.6	5.7	8.3	15.5	–	18.5

– Too few sample cases for a reliable estimate.

*The coefficient of variation for this estimate is larger than 25 percent. The standard error for this estimate is presented in the corresponding table in appendix A.

NOTE: Details may not add to totals due to rounding or missing values in cells with too few sample cases.

Group membership was sorted using the order displayed in the table; schools reporting membership in more than one group were assigned to the first group in the table. Cases classified as Exceptional children and Montessori include those schools reporting no religious orientation but membership in a relevant special interest association.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1993-94.

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Table 8.–Percentage distribution of private school students by program emphasis, by religious and and non-sectarian category: United States, 1993-94

Category	Total	Regular elementary secondary	Montessori	Special programs	Special education	Vocational technical education	Alternative
Religious orientation							
Roman Catholic	100.0	97.3	0.2	1.4	0.2	–	0.9
Amish	100.0	91.8	0.0	0.0	–	–	7.9
Assembly of God	100.0	92.2	–	–	0.0	0.0	6.0
Baptist	100.0	91.0	–	3.7	–	–	5.2
Calvinist	100.0	99.5	0.0	0.0	0.0	0.0	–
Christian (unspecified)	100.0	89.1	0.4	4.1	0.3	–	6.1
Church of Christ	100.0	98.0	–	–	–	0.0	–
Church of God	100.0	93.1	–	–	0.0	0.0	–
Disciples of Christ	100.0	74.1	0.0	0.0	–	0.0	0.0
Episcopal	100.0	94.0	–	–	–	0.0	–
Friends	100.0	89.1	0.0	–	–	0.0	–
Greek Orthodox	100.0	82.3	0.0	–	0.0	0.0	–
Islamic	100.0	71.6	0.0	–	0.0	0.0	–
Jewish	100.0	86.6	0.0	9.7	–	0.0	3.2
Latter Day Saints	100.0	–	–	–	–	–	–
Lutheran Church - Missouri Synod	100.0	98.6	–	–	–	0.0	–
Evangelical Lutheran Church In America	100.0	98.2	–	0.0	–	0.0	–
Wisconsin Evangelical Lutheran Synod	100.0	96.1	0.0	–	0.0	0.0	–
Other Lutheran	100.0	85.9	0.0	–	–	0.0	–
Mennonite	100.0	94.7	–	0.0	–	0.0	3.5
Methodist	100.0	87.2	0.0	–	–	0.0	–
Pentecostal	100.0	85.9	–	–	0.0	0.0	10.7
Presbyterian	100.0	94.6	0.0	–	–	0.0	–
Seventh-Day Adventist	100.0	97.5	0.0	–	–	0.0	1.7
Other	100.0	91.0	–	2.0	–	0.0	6.3
Non-sectarian							
Exceptional children	100.0	12.3	–	8.6	74.5	0.0	3.8
Montessori	100.0	13.8	84.7	–	–	0.0	–
Other non-sectarian	100.0	75.8	1.8	7.8	5.3	–	9.1

– Too few sample cases for a reliable estimate.

NOTE: Details may not add to totals due to rounding or missing values in cells with too few sample cases.

Group membership was sorted using the order displayed in the table; schools reporting membership in more than one group were assigned to the first group in the table. Cases classified as Exceptional children and Montessori include those schools reporting no religious orientation but membership in a relevant special interest association.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1993-94.

Table 9.–Number and percent of private school students by grade level, by private school type: United States, 1993-94

Private school type	Grade									
	Kindergarten		First		Second		Third		Fourth	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	478,873	100.0	459,323	100.0	429,708	100.0	411,477	100.0	389,803	100.0
Catholic	216,827	45.3	231,468	50.4	223,647	52.1	217,906	53.0	207,723	53.3
Parochial	154,815	32.3	165,042	35.9	159,205	37.1	155,260	37.7	147,987	38.0
Diocesan	54,323	11.3	58,663	12.8	56,810	13.2	55,219	13.4	52,719	13.5
Private	7,690	1.6	7,763	1.7	7,632	1.8	7,427	1.8	7,017	1.8
Other religious	189,514	39.6	170,101	37.0	154,626	36.0	146,065	35.5	137,547	35.3
Conservative Christian	74,428	15.5	63,961	13.9	57,534	13.4	54,055	13.1	49,693	12.8
Affiliated	66,373	13.9	61,547	13.4	56,526	13.2	53,763	13.1	51,425	13.2
Unaffiliated	48,713	10.2	44,593	9.7	40,567	9.4	38,247	9.3	36,429	9.4
Non-sectarian	72,532	15.2	57,754	12.6	51,435	12.0	47,506	11.6	44,533	11.3
Regular	47,936	10.0	41,200	9.0	37,416	8.7	35,196	8.6	33,255	8.5
Special emphasis	23,974	5.0	15,597	3.4	12,852	3.0	10,969	2.7	9,680	2.5
Special education	623	0.1	957	0.2	1,167	0.3	1,342	0.3	1,598	0.4

Private school type	Grade									
	Fifth		Sixth		Seventh		Eighth		Ninth	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	376,970	100.0	379,644	100.0	365,909	100.0	349,401	100.0	308,302	100.0
Catholic	202,710	53.8	203,698	53.7	194,458	53.1	186,169	53.3	166,670	54.1
Parochial	144,475	38.3	142,532	37.5	131,653	36.0	125,033	35.8	22,828	7.4
Diocesan	51,229	13.6	52,623	13.9	51,178	14.0	49,213	14.1	75,099	24.4
Private	7,005	1.9	8,543	2.3	11,627	3.2	11,923	3.4	68,743	22.3
Other religious	131,224	34.8	131,073	34.5	124,797	34.1	115,716	33.1	90,111	29.2
Conservative Christian	47,644	12.6	48,765	12.8	46,867	12.8	42,398	12.1	35,475	11.5
Affiliated	48,336	12.8	47,891	12.6	44,153	12.1	41,714	11.9	32,951	10.7
Unaffiliated	35,245	9.4	34,418	9.1	33,777	9.2	31,603	9.0	21,684	7.0
Non-sectarian	43,035	11.4	44,872	11.8	46,655	12.8	47,517	13.6	51,521	16.7
Regular	32,419	8.6	34,361	9.1	36,238	9.9	35,708	10.2	37,417	12.1
Special emphasis	8,836	2.3	8,527	2.3	7,648	2.1	8,496	2.4	9,609	3.1
Special education	1,781	0.5	1,984	0.5	2,769	0.8	3,312	1.0	4,495	1.5

NOTE: All sources and footnotes appear on the second page of Table 9.

Table 9.–Number and percent of private school students by grade level, by private school type: United States, 1993-94 (continued)

Private school type	Grade							
	Tenth		Eleventh		Twelfth		Ungraded	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	283,030	100.0	263,810	100.0	246,961	100.0	93,230	100.0
Catholic	151,963	53.7	141,932	53.8	134,549	54.5	8,382	9.0
Parochial	20,648	7.3	19,472	7.4	18,935	7.7	1,943	2.1
Diocesan	67,709	23.9	63,377	24.0	60,237	24.4	2,777	3.0
Private	63,605	22.5	59,082	22.4	55,377	22.4	3,661	3.9
Other religious	81,677	28.9	73,566	27.9	66,515	26.9	17,050	18.3
Conservative Christian	30,748	10.9	26,869	10.2	23,239	9.4	8,900	9.6
Affiliated	30,559	10.8	28,376	10.8	26,771	10.8	3,264	3.5
Unaffiliated	20,371	7.2	18,320	6.9	16,504	6.7	4,886	5.2
Non-sectarian	49,390	17.5	48,313	18.3	45,897	18.6	67,799	72.7
Regular	36,074	12.8	36,253	13.7	34,762	14.1	3,188	3.4
Special emphasis	9,043	3.2	8,936	3.4	8,437	3.4	20,648	22.2
Special education	4,273	1.5	3,124	1.2	2,698	1.1	43,963	47.2

NOTE: Details may not add to totals due to rounding.

Kindergarten counts only cover schools that have a first grade or higher.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1993-94.

Table 10.--Number of private school students by program emphasis, by grade level: United States, 1993-94

Category	Total	Regular elementary secondary	Montessori	Special programs	Special education	Vocational technical education	Alternative
Total	4,836,442	4,397,539	57,967	145,671	83,751	--	149,423
Kindergarten	478,873	436,088	14,343	12,943	718	--	14,782
First	459,323	426,015	8,609	11,253	1,128	--	12,307
Second	429,708	400,980	6,461	10,291	1,305	--	10,656
Third	411,477	384,957	5,158	9,706	1,545	--	10,107
Fourth	389,803	365,383	3,820	9,629	1,790	--	9,175
Fifth	376,970	353,706	3,172	9,113	1,970	--	9,005
Sixth	379,644	356,154	2,350	9,849	2,245	--	9,042
Seventh	365,909	342,066	1,219	10,017	3,158	--	9,438
Eighth	349,401	325,045	1,150	10,120	3,775	--	9,308
Ninth	308,302	276,897	343	13,206	4,874	--	12,573
Tenth	283,030	253,993	295	12,494	4,551	--	11,300
Eleventh	263,810	237,945	261	12,141	3,312	--	9,853
Twelfth	246,961	223,340	238	11,050	2,916	--	9,163
Ungraded	93,230	14,969	10,549	3,858	50,465	--	12,715

-- Too few sample cases for a reliable estimate.

NOTE: Details may not add to totals due to rounding or missing values in cells with too few sample cases.

Kindergarten counts only cover schools that have a first grade or higher.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1993-94.

Table 11.--Number of private schools by program emphasis, by length of school day: United States, 1993-94

Length of school day	Total	Regular elementary secondary	Montessori	Special programs	Special education	Vocational technical education	Alternative
Total schools	26,093	20,825	991	809	1,401	--	2,047
Number of hours							
Less than 4	189	50	--	--	28	--	63
4 to 4.9	149	50	--	--	33	--	45
5 to 5.9	2,496	1,673	75	39	441	--	265
6 to 6.9	16,243	13,358	675	393	736	--	1,077
7 or more	7,017	5,694	232	327	163	--	597

-- Too few sample cases for a reliable estimate.

NOTE: Details may not add to totals due to rounding or missing values in cells with too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1993-94.

Table 12.--Number and percent of private schools by school size, by private school type, school level, and program emphasis: United States, 1993-94

Characteristics	Less than 150		150 to 299		300 to 499		500 to 749		750 or more	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	14,488	55.5	6,677	25.6	3,112	11.9	1,239	4.8	578	2.2
Private school type										
Catholic	1,584	19.0	3,775	45.3	1,893	22.7	756	9.1	323	3.9
Parochial	941	18.4	2,532	49.4	1,170	22.8	409	8.0	75	1.5
Diocesan	443	18.7	1,021	43.1	552	23.3	217	9.2	137	5.8
Private	200	24.0	222	26.7	171	20.5	129	15.5	111	13.3
Other religious	8,722	71.4	2,188	17.9	843	6.9	314	2.6	156	1.3
Conservative Christian	3,207	70.8	826	18.2	327	7.2	125	2.8	45	1.0
Affiliated	2,315	63.6	784	21.5	343	9.4	127	3.5	72	2.0
Unaffiliated	3,199	79.0	578	14.3	173	4.3	62	1.5	39	1.0
Non-sectarian	4,182	75.5	714	12.9	376	6.8	170	3.1	99	1.8
Regular	1,149	52.3	497	22.6	313	14.2	151	6.9	88	4.0
Special emphasis	1,877	89.1	143	6.8	57	2.7	17	0.8	–	–
Special education	1,156	93.4	74	6.0	–	–	–	–	–	–
School level										
Elementary	7,993	51.3	4,961	31.9	1,946	12.5	577	3.7	95	0.6
Secondary	1,006	40.2	518	20.7	432	17.2	291	11.6	259	10.3
Combined	5,489	68.5	1,198	14.9	734	9.2	371	4.6	225	2.8
Program emphasis										
Regular elementary, secondary	9,912	47.6	6,233	29.9	2,960	14.2	1,176	5.7	544	2.6
Montessori	926	93.4	60	6.0	–	–	–	–	–	–
Special program emphasis	515	63.7	143	17.7	85	10.4	42	5.2	24	3.0
Special education	1,313	93.7	79	5.6	–	–	–	–	–	–
Vocational/technical	–	–	–	–	–	–	–	–	–	–
Alternative	1,805	88.2	161	7.9	55	2.7	–	–	–	–

– Too few sample cases for a reliable estimate.

NOTE: Details may not add to totals due to rounding or missing values in cells with too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1993-94.

Table 13.--Number and percent of private school teachers (headcount)* by work status, by selected characteristics: United States, 1993-94

Characteristics	Total		Full time		3/4 time but less than 100%		1/2 time but less than 3/4		1/4 time but less than 1/2		Less than 1/4	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	378,109	100.0	294,698	77.9	15,430	4.1	33,796	8.9	18,270	4.8	15,915	4.2
Private school type												
Catholic	149,879	100.0	123,303	82.3	4,804	3.2	10,770	7.2	6,420	4.3	4,582	3.1
Parochial	79,736	100.0	65,246	81.8	2,492	3.1	5,880	7.4	3,641	4.6	2,478	3.1
Diocesan	44,997	100.0	37,376	83.1	1,320	2.9	3,218	7.2	1,765	3.9	1,318	2.9
Private	25,145	100.0	20,681	82.3	991	3.9	1,672	6.7	1,015	4.0	786	3.1
Other religious	141,993	100.0	102,934	72.5	7,019	4.9	15,986	11.3	8,152	5.7	7,902	5.6
Conservative Christian	51,289	100.0	38,467	75.0	2,137	4.2	4,471	8.7	2,948	5.8	3,267	6.4
Affiliated	52,237	100.0	36,185	69.3	2,743	5.3	7,226	13.8	3,329	6.4	2,753	5.3
Unaffiliated	38,467	100.0	28,282	73.5	2,139	5.6	4,288	11.2	1,875	4.9	1,882	4.9
Non-sectarian	86,237	100.0	68,461	79.4	3,608	4.2	7,040	8.2	3,698	4.3	3,431	4.0
Regular	51,748	100.0	42,105	81.4	2,106	4.1	3,778	7.3	2,052	4.0	1,708	3.3
Special emphasis	20,794	100.0	14,298	68.8	1,143	5.5	2,608	12.5	1,294	6.2	1,451	7.0
Special education	13,695	100.0	12,058	88.1	359	2.6	654	4.8	352	2.6	271	2.0
School level												
Elementary	183,354	100.0	142,000	77.5	7,455	3.3	17,357	9.5	8,810	4.8	7,733	4.2
Secondary	65,337	100.0	51,325	78.6	2,452	3.5	5,329	8.2	3,666	5.6	2,565	3.9
Combined	129,418	100.0	101,374	78.3	5,523	3.2	11,110	8.6	5,795	4.5	5,617	4.3
Program emphasis												
Regular elementary secondary	322,320	100.0	253,418	78.6	12,467	3.9	28,064	8.7	15,358	4.8	13,013	4.0
Montessori	6,446	100.0	4,410	68.4	369	5.7	769	11.9	347	5.4	550	8.5
Special program emphasis	16,163	100.0	11,023	68.2	1,042	6.4	2,347	14.5	994	6.2	758	4.7
Special education	15,348	100.0	13,425	87.5	419	2.7	796	5.2	390	2.5	319	2.1
Vocational/technical	–	–	–	–	–	–	–	–	–	–	–	–
Alternative	17,672	100.0	12,281	69.5	1,129	6.4	1,818	10.3	1,172	6.6	1,272	7.2
Size												
Less than 150	102,022	100.0	71,982	70.6	5,058	5.0	10,763	10.6	6,360	6.2	7,858	7.7
150 to 299	106,222	100.0	81,040	76.3	4,536	4.3	9,894	9.3	6,366	6.0	4,385	4.1
300 to 499	79,271	100.0	64,934	81.9	2,902	3.7	6,640	8.4	2,969	3.8	1,826	2.3
500 to 749	49,285	100.0	40,870	82.9	1,836	3.7	3,919	8.0	1,600	3.3	1,060	2.2
750 or more	41,309	100.0	35,872	86.8	1,097	2.7	2,580	6.3	974	2.4	786	1.9
Region												
Northeast	106,811	100.0	81,591	76.4	4,476	4.2	10,062	9.4	6,126	5.7	4,557	4.3
Midwest	91,689	100.0	71,553	78.0	3,207	3.5	8,608	9.4	4,334	4.7	3,988	4.4
South	115,640	100.0	93,731	81.1	4,646	4.0	8,879	7.7	4,463	3.9	3,921	3.4
West	63,969	100.0	47,824	74.8	3,101	4.9	6,247	9.8	3,347	5.2	3,449	5.4

– Too few sample cases for a reliable estimate.

*The number of teachers in this table is headcount and so differs from full-time equivalents (FTEs) in the other tables.

NOTE: Details may not add to totals due to rounding or missing values in cells with too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1993-94.

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Table 14.–Number of private schools, students, and teachers, by private school association membership: United States, 1993-94

Association	Number of Schools	Students	Teachers
Accelerated Christian Education	1,464	79,717	7,479
Alternative School Network	68	5,903	603
National Coalition of Alternative Community Schools	96	6,891	810
American Association of Christian Schools	886	120,311	9,035
American Montessori Society	539	52,248	4,629
Other Montessori associations	466	32,750	3,028
Association of Christian Schools International	2,504	439,999	30,400
Association of Military Colleges and Schools	35	8,875	938
Bilingual School Association	–	–	–
Council of Bilingual Education	–	–	–
Other associations for bilingual education	25	5,773	572
Christian Schools International	475	98,986	6,484
Council for Exceptional Children	501	44,874	6,781
National Association of Private Schools for Exceptional Children	311	28,444	4,720
Other association(s) for exceptional children	486	49,509	7,145
Council of Islamic Schools in North America	28	2,217	244
Early Childhood Education Association	903	198,831	13,188
Other early childhood education association(s)	736	123,468	9,442
European Council for International Schools	–	–	–
Other association(s) for international schools	51	10,966	1,050
Friends Council on Education	67	18,089	2,108
General Conference of Seventh-Day Adventists	811	54,942	3,670
National Association of Episcopal Schools	257	68,402	6,607
National Association of Independent Schools	1,426	488,403	50,905
National Independent Private School Association	296	74,064	6,481
Other independent school association(s)	1,817	510,663	47,283
National Association of Laboratory Schools	–	–	–
National Catholic Educational Association	7,393	2,253,668	123,298
Jesuit Secondary Education Association	48	37,069	2,466
National Center for Neighborhood Enterprise	–	–	–
National Federation of Church Schools	14	2,401	217
National Society of Hebrew Day Schools	201	55,579	4,729
Solomon Schechter Day Schools	57	13,826	1,340
Other Jewish school association(s)	318	84,376	7,395
Oral Roberts Educational Fellowship	109	21,637	1,573
Other Christian school association(s)	1,576	262,667	17,775
Other religious school association(s)	1,915	418,382	26,601
Other nonreligious school association(s)	1,436	303,795	24,461
None	6,017	598,518	46,642

–Too few sample cases for a reliable estimate.

NOTE: Private schools may belong to more than one association.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1993-94.

Table 15.--Percentage distribution of students by racial-ethnic background and percent minority students in private schools, by private school typology: United States, 1993-94

Characteristics	White non-Hispanic	Black non-Hispanic	Hispanic	Native American	Asian/Pacific Islander	Minority (nonwhite)
Total	78.0	9.1	8.0	0.6	4.4	22.0
Private school type						
Catholic	75.6	8.9	10.7	0.5	4.3	24.4
Parochial	75.5	8.8	10.9	0.5	4.3	24.5
Diocesan	76.7	8.9	10.1	0.5	3.9	23.3
Private	73.5	9.2	11.3	0.7	5.4	26.5
Other religious	81.9	8.9	4.9	0.6	3.8	18.1
Conservative Christian	80.2	9.5	6.2	0.6	3.5	19.8
Affiliated	83.5	7.5	4.6	0.5	3.9	16.5
Unaffiliated	82.0	9.8	3.7	0.6	3.8	18.0
Non-sectarian	77.5	10.2	5.3	0.6	6.4	22.5
Regular	81.0	8.0	4.2	0.4	6.4	19.0
Special emphasis	73.5	10.7	6.4	1.1	8.4	26.5
Special education	64.1	23.1	10.0	0.7	2.1	35.9
School level						
Elementary	76.4	9.7	8.9	0.5	4.5	23.6
Secondary	77.1	8.1	9.3	0.6	4.9	22.9
Combined	82.0	8.3	5.1	0.7	4.0	18.0
Program emphasis						
Regular elementary, secondary	78.4	8.7	8.1	0.5	4.4	21.6
Montessori	73.9	9.9	5.8	0.7	9.7	26.1
Special program emphasis	79.2	8.3	5.7	0.5	6.3	20.8
Special education	65.0	22.8	9.6	0.6	2.0	35.1
Vocational/technical	51.6	19.5	18.6	1.2	9.1	48.4
Alternative	75.0	12.8	7.6	1.2	3.4	25.0
Size						
Less than 150	77.5	12.1	6.0	1.1	3.3	22.5
150 to 299	75.6	11.0	8.9	0.5	4.1	24.4
300 to 499	78.5	7.9	8.4	0.5	4.7	21.5
500 to 749	79.7	6.3	8.4	0.3	5.3	20.3
750 or more	81.5	5.5	7.3	0.4	5.3	18.5
Region						
Northeast	78.3	10.5	7.3	0.2	3.7	21.7
Midwest	85.1	8.3	3.9	0.5	2.2	14.9
South	79.9	9.6	7.5	0.3	2.7	20.1
West	63.8	7.2	15.8	1.5	11.8	36.2

-- Too few sample cases for a reliable estimate.

NOTE: Details may not add to totals due to rounding or missing values in cells with too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1993-94.

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Table 16.–Percentage distribution of private schools by percent minority students and average percent minority students, by private school typology: United States, 1993-94

Characteristics	Percent minority students					Average percent minority students
	None	1-9%	10-29%	30-49%	50%+	
Total	16.2	35.5	23.6	8.3	16.4	22.0
Private school type						
Catholic	6.4	46.0	20.9	7.7	19.0	24.4
Parochial	7.3	46.9	19.4	7.8	18.7	24.5
Diocesan	5.8	49.1	20.1	5.9	19.1	23.3
Private	2.6	31.6	32.4	12.9	20.6	26.5
Other religious	27.5	33.6	19.9	6.3	12.8	18.1
Conservative Christian	19.8	36.8	23.6	7.1	12.8	19.8
Affiliated	23.7	34.4	21.7	7.4	12.8	16.5
Unaffiliated	39.4	29.2	14.1	4.4	12.8	18.0
Non-sectarian	6.2	24.0	35.6	13.7	20.5	22.5
Regular	7.1	31.8	35.8	7.8	17.5	19.0
Special emphasis	6.5	22.1	38.2	15.5	17.9	26.5
Special education	4.1	13.3	30.9	21.3	30.4	35.9
School level						
Elementary	15.5	37.5	21.7	7.8	17.4	23.6
Secondary	8.8	33.2	29.1	11.0	18.0	22.9
Combined	20.0	32.3	25.4	8.5	13.9	18.0
Program emphasis						
Regular elementary, secondary	16.9	38.7	21.9	7.0	15.5	21.6
Montessori	7.3	17.3	44.5	17.2	13.7	26.1
Special program emphasis	11.8	35.3	26.6	8.3	18.0	20.8
Special education	4.8	13.4	31.3	20.8	29.7	35.1
Vocational/technical	–	–	–	–	–	48.4 *
Alternative	22.9	26.8	23.8	9.4	17.2	25.0
Size						
Less than 150	25.1	26.6	23.0	9.0	16.3	22.5
150 to 299	5.7	45.2	23.3	7.7	18.1	24.4
300 to 499	4.2	48.8	24.1	7.4	15.5	21.5
500 to 749	5.1	49.3	25.0	6.5	14.0	20.3
750 or more	4.2	45.1	33.9	7.3	9.6	18.5
Region						
Northeast	19.2	34.8	21.9	8.0	16.2	21.7
Midwest	22.8	46.7	15.5	4.6	10.4	14.9
South	14.4	35.9	26.6	7.9	15.3	20.1
West	6.3	20.3	32.4	14.6	26.5	36.2

– Too few sample cases for a reliable estimate.

*The coefficient of variation for this estimate is larger than 25 percent. The standard error for this estimate is presented in the corresponding table in appendix A.

NOTE: Details may not add to totals due to rounding or missing values in cells with too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1993-94.

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Table 17.–Private elementary and secondary schools, enrollment, FTE teachers, and high school graduates, by state: United States, 1993-94

State	Number of schools	Enrollment	Teachers	High school graduates, 1991-92
United States*	26,093	4,836,442	338,162	247,278
Alabama	410	72,630	5,424	4,174
Alaska	66	5,884	476	213
Arizona	263	41,957	2,796	2,415
Arkansas	179	29,011	2,023	1,023
California	3,145	569,062	35,170	24,436
Colorado	391	53,732	4,115	1,826
Connecticut	360	70,198	6,345	6,291
Delaware	90	22,308	1,780	1,446
District of Columbia	80	15,854	1,544	1,054
Florida	1,262	233,743	16,842	9,820
Georgia	580	97,726	8,283	5,630
Hawaii	121	30,537	2,144	1,886
Idaho	78	8,019	552	341
Illinois	1,347	293,038	17,550	14,724
Indiana	619	91,986	6,139	4,061
Iowa	290	50,602	3,291	2,495
Kansas	206	37,045	2,382	1,668
Kentucky	296	58,058	3,815	2,949
Louisiana	458	145,512	9,286	7,844
Maine	140	16,999	1,535	1,914
Maryland	522	112,481	8,646	5,648
Massachusetts	648	126,744	11,329	10,281
Michigan	1,075	187,741	11,322	8,925
Minnesota	542	86,051	5,595	3,453
Mississippi	221	58,655	3,995	3,901
Missouri	719	117,466	7,973	5,839
Montana	82	9,111	684	355
Nebraska	223	39,564	2,575	1,904
Nevada	58	10,723	654	646
New Hampshire	130	18,386	1,742	1,730
New Jersey	878	195,921	14,281	11,025
New Mexico	166	20,007	1,569	1,029
New York	1,985	473,119	34,771	26,625
North Carolina	463	69,000	5,746	2,983
North Dakota	59	7,577	529	332
Ohio	1,016	246,805	14,872	12,398
Oklahoma	190	25,837	2,250	1,536
Oregon	250	34,092	2,254	1,700
Pennsylvania	1,846	342,298	21,880	18,532
Rhode Island	112	23,153	1,835	1,408
South Carolina	297	51,600	3,989	2,383
South Dakota	96	9,575	707	254
Tennessee	496	84,538	6,684	4,970
Texas	1,353	211,337	16,726	8,447
Utah	66	9,793	749	590
Vermont	85	9,107	945	1,120
Virginia	515	84,438	7,391	4,580
Washington	486	70,205	4,798	2,644
West Virginia	145	13,539	1,085	672
Wisconsin	954	141,762	8,927	5,129
Wyoming	35	1,919	167	31

*NCES employed an area frame sample to account for noninclusion of schools at the national level. However, caution should be exercised in interpreting state by state characteristics since the samples were not designed to represent the states.

NOTE: Tabulation includes only schools that offer first grade or above.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1993-94.

Technical Notes: Private School Universe System

Background

Private school data have been collected by the U.S. Department of Education since 1890. Until 1930–31, when private and parochial elementary schools were added, data were collected for secondary schools only. When a report on elementary and secondary schools was released for 1940–41, approximately 5,000 schools were estimated missing from the 10,967 count for private and parochial elementary and secondary schools.[5] Since then NCES has continued its effort to improve national estimates of private schools with each private school collection conducted.

In 1988, NCES introduced a proposal to develop a Private School Data Collection System to improve on the irregular collection of private school data. This data collection system is currently designed to (1) build an NCES universe of private schools of sufficient accuracy and completeness to serve as a sampling frame for NCES sample surveys of private schools; and (2) generate biennial data on the total number of private schools, teachers, and students. In order to achieve these purposes, two major components are implemented: list building for the universe and data collection. In addition to the 1993–94 survey, the Bureau of the Census conducted the 1989–90 and the 1991–92 private school surveys for NCES. The Private School Survey (PSS) is on a two-year cycle with the next collection taking place during the 1995–96 school year. Data from the PSS are complemented by more in-depth information collected in the private school sample surveys that are part of the Schools and Staffing Survey (SASS). The SASS was conducted in 1987–88, 1990–91 and 1993–94.[6]

Definitions

Combined schools. Schools that have grades higher than the 8th and lower than the 7th.

Elementary schools. Schools that have grade 6 or lower, or "ungraded" and no grade higher that the 8th.

Private Schools. Institutions which provide instruction for any of grades 1–12, have one or more teachers to give instruction, are not administered by a public agency, and are not operated in a private home.

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[5]U.S. Office of Education, Federal Security Agency, *Statistics of Nonpublic Elementary and Secondary Schools 1940–41*, Biennial Survey of Education in the United States 1940–42 (Washington, DC: 1945).

[6]U.S. Department of Education, National Center for Education Statistics, *Private Schools in the United States: A Statistical Profile, 1990–91*, NCES 95-330 (Washington, DC: 1995) and *Detailed Characteristics of Private Schools and Staff: 1987–88*, NCES 92-079 (Washington, DC: 1992).

Secondary schools. Schools that had no grade lower than the 7th, or "ungraded" and had grade 7 or higher.

Teacher. Any full-time or part-time teacher whose school reported that his or her assignment was teaching in any of grades K–12.

Typology. Private schools are identified as members of one of three analytic groups: Catholic, Other religious, and Non-sectarian; the schools in each of these groups are further subdivided into three subcategories. Catholic schools are divided into the governance categories: *parochial, diocesan,* and *private.* Non-Catholic religious schools are classified as Other religious and are divided into *conservative christian*, schools with membership in conservative christian association; *affiliated*, schools which have a formal or recognized association with an established religious group or denomination; and *unaffiliated*, religious schools which do not have a formal association with any organized religious group or religious association. Non-sectarian schools are classified according to program emphasis and are divided into: *regular*, those schools with a regular elementary/secondary program emphasis; *special emphasis*, schools which provide a program with a special emphasis like arts, vocational, or alternative; and *special education*, schools which serve special needs children.

Private School Frames

Since 1983, NCES has used a dual frame approach for building its private school universe.[7] The dual frame consists of a list frame and an area frame. The list building component was the primary means for improving coverage of private schools. Three major sources were used to build the universe list: commercial lists of schools, private school association lists, and state lists. To identify schools that may have been overlooked in the list building component, an area frame component was also included. The combination of the universe list and additional schools identified in the area search comprised schools included in the 1993–94 Private School Universe Survey.

List Frame. The basis of the 1993–94 PSS list frame was the 1991–92 PSS. In order to provide coverage of private schools founded since 1991–92 and to improve coverage of private schools existing in 1991–92, NCES requested and collected membership lists from 20 private school associations and denominations. NCES and the Census Bureau also collected an update list from Quality Education Data (QED) and lists of private schools from the 50 states, the District of Columbia, and Josten's, a company which sells school rings. Schools on private school association membership lists, the state lists, QED update list, or Josten's list were compared to the base list and any school which did not match a school on the base list was added to the NCES

[7]U.S. Department of Education, National Center for Education Statistics, Bulletin, *Private Elementary and Secondary Education, 1983 Enrollment, Teachers, and Schools* (Washington, DC: 1984).

private school universe list. As a result of these efforts, approximately 3,000 schools were added in 1993, for a total of 26,339 schools on the NCES private school universe list.[8]

For the first time in 1993, NCES launched an associated universe survey that applied to private schools whose highest grade was kindergarten or lower. A separate list frame was constructed for this survey. However, if schools were found on the traditional private school frame (schools with at least a first grade) with the highest grade kindergarten or lower, they were moved to the new universe. Likewise, if schools were found on the new universe with at least one of grades 1 through 12, they were moved to the traditional private school frame.

Area Frame. The 1993–94 PSS area frame was designed to produce approximately 50% overlap with the previous PSS. Consequently, the area frame consisted of two sets of sample PSUs: 1) a subsample of the 1991–92 PSS area frame sample PSUs (overlap); and 2) sample PSUs selected independently from the 1991–92 PSS sample (nonoverlap). The 1991–92 PSS sample PSUs were selected systematically with probabilities proportional to the square root of 1988 projected population from each of sixteen strata defined by Census region, metro/nonmetro status, and high or low percent of enrollment in private schools. By maintaining a fifty percent overlap of PSUs, the reliability of estimates of change was maintained at a reasonable level.

The eight certainty PSUs in the 1991–92 PSS remained in the 1993–94 sample with certainty. Fifty-eight of the 60 PSUs that had been in the 1991–92 PSS for the first time and not previously overlapped were selected again for 1993–94 PSS, resulting in a total overlap sample of 66 PSUs.

An additional 58 PSUs were selected independently. The United States was divided into 2,054 primary sampling units (PSUs). Each PSU consisted of a single county, independent city or cluster of geographically contiguous areas defined so that each PSU had a minimum population of 20,000 according to population projections for 1988, when the PSUs were first formed. To avoid having PSUs covering too large a geographic area some PSUs had less than 20,000 in population. The eight certainty PSUs in 1991 were also excluded from the independent PSU sampling operation.

The strata were defined the same way as in the 1991–92 PSS area frame design: (a) Census regions (4 levels: Northeast, Midwest, South, West), (b) metro/nonmetro status (2 levels) and (c) whether the PSU's percent private school enrollment exceeded the median percent private enrollment of the other PSUs in the census region/metro status strata (2 levels - using 1980 Census data).

A minimum of two PSUs were allocated to each of the 16 strata (32 PSUs). An additional 26 PSUs were allocated to the 16 strata to more nearly approximate a uniform sampling fraction of PSUs from each stratum.

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[8]Jackson, B., R. Frazier, K. King, and D. Schwantz, (1994) "Improving the Coverage of Private Elementary-Secondary Schools," Proceedings of the Section on Survey Research Methods, American Statistical Association (Alexandria: VA), pages 833-838.

The PSUs were selected as a systematic sample with probability proportionate to the square root of the 1991 projected PSU population. A total of 123 distinct PSUs were in the area sample since one PSU was selected for both sets of samples. Its weight was adjusted to appropriately reflect the duplication.

As part of the 1993–94 PSS questionnaire, screener questions were added to determine eligibility for the survey. In previous years, an initial eligibility screening was performed over the telephone before the questionnaire was mailed out. Because of this difference in methodology, the results of the 1993–94 area search frame are not strictly comparable to results from previous years.

Within each of the 123 PSUs, the Census Bureau attempted to find all eligible private schools. A block by block listing of all private schools in a sample of PSUs was not attempted. However, regional field staff created the frame by using such sources as yellow pages, non-Roman Catholic religious institutions, local education agencies, chambers of commerce, and local government offices. Roman Catholic religious institutions were not contacted because their lists are usually current. Once these lists were constructed, they were matched with the NCES private school universe list from the list frame. Schools that did not match the list were considered part of the area frame.

Analogous to the additional list frame operations, an additional area frame operation was undertaken in 1993 to identify private schools whose highest grade was kindergarten or lower. Additional sources such as local human services departments were contacted to construct this area frame. Schools identified from the traditional area frame sources listed above as having their highest grade of kindergarten were transferred to this new area frame; schools identified from the new area frame sources as having a grade higher than kindergarten were transferred to the traditional area frame.

Data Collection

Data collection for the 1993–94 Private School Universe Survey coincided with the data collection phase of the private school component of the 1993–94 Schools and Staffing Survey (SASS). In an effort to reduce respondent burden during data collection, the Bureau of the Census excluded the 3,353 private schools selected for SASS from PSS. Schools selected for SASS received a SASS private school questionnaire only. The remaining 23,575 private schools were sent a Private School Survey (PSS) questionnaire. The PSS questionnaire used the exact wording as the SASS questionnaire, but requested only a subset of the SASS questionnaire items. After data collection, the data for the SASS cases were merged into the PSS universe.

The data collection phase for both the PSS and the SASS followed similar, but slightly different paths. The data collection phase for both surveys consisted of two stages: A mailout/mailback stage and a telephone followup stage. The Census Bureau mailed out PSS questionnaires to 23,575 private schools on October 20, 1993. A week after the initial mailout, Census sent a postcard reminding the school staff to complete and return the questionnaire. On

December 3, 1993, Census sent a second questionnaire to schools not responding to the first. The return rate for the first mailout was 51 percent while the return rate at the end of the second mailout was 58 percent.[9]

On January 3, 1994, Census began telephone interviewing for schools not responding to the mail stage of data collection. An additional 1,871 schools added from the area frame operation were added to the workload at this time. Interviewing took place at the Bureau's two Computer Assisted Telephone Interview (CATI) facilities located in Hagerstown, MD and Tucson, AZ. CATI followup continued through March 15, 1994. Additional followup was conducted in the Census Bureau's 12 Regional Offices. The final return rate was 99 percent.

The Census Bureau sent SASS questionnaires to 3,353 private schools on November 30, 1993. A postcard reminding the school to respond was sent a week later. On January 7, 1994, the Census Bureau sent a second questionnaire to private schools not responding to the first mailout. The return rate for the first mailout was 39 percent. The mail return rate rose to 52 percent as a result of the second mailout. Telephone followup for the SASS private schools began on February 22, 1994 and ended on June 10, 1994. All followup activities for these schools was conducted in the Bureau's 12 Regional Offices. The final return rate was 98 percent.

The final return rate for all private schools was 99 percent. A total of 3,741 programs were considered out-of-scope. After weighting the list and area components (see weighting section) of the PSS, the estimate for the number of private schools in the United States in 1993–94 was 26,093 (table TN1).

Despite a high return rate, the number of complete interviews decreased from 23,766 in 1991 to 22,678 in 1993–94. This decrease is largely attributed to an overall increase in the refusal rate. A total of 828 private schools included in the PSS refused participation and a total of 385 private schools refused participation in the lengthier SASS survey. In 1991, a total of 337 private schools refused to participate in the PSS.

Table TN1.--Private School Universe 1993–94

Source	Unweighted	Weighted
Out of scope list frame	2,291	0
Out of scope area frame	1,450	0
List Frame	24,067	24,067
Area Frame	421	2,026
Total	28,229	26,093

As part of the Census Bureau's review of schools and programs added during the area frame operation, approximately 17,000 programs were classified as early childhood programs that

[9]The return rates cited in the data collection portion of the documentation are unweighted return rates calculated by dividing the total number of returns, including interviews and refusals, by the total number of eligible schools.

only offered day care or preschool to children age 5 and below. The Census Bureau conducted a separate data collection initiative for a subsample of 5,979 of these prekindergarten programs. The data collected consisted of items 15 through 23 of the PSS questionnaire. On May 5, 1994, the Census Bureau mailed a questionnaire to these programs and requested the respondents to complete the appropriate questionnaire items on the PSS form. The Census Bureau conducted nonresponse followup in its two CATI facilities from June 1 through June 30, 1994. The final response rate for the prekindergarten component of the PSS was 81 percent. Data for this component of the PSS are not reported in this publication because PSS eligibility requires that the school offer grade 1 or above.

During data collection and later in processing, school definition problems and variations in school names or addresses resulted in approximately 400 duplicate cases. During the list development stage of PSS, some lists artificially divided schools up in to two or more schools. For example, a school views itself as a school that offers grades kindergarten through twelfth, but the information obtained during frame development identified the school as two schools, an elementary school and a secondary school. This resulted in two questionnaires being sent to the school.

Variations in school names and addresses resulted in additional duplication. For example, during the frame operation a school could be listed as Saint Mary's of the Mill with a post office box mailing address and Saint Mary's with a street address. Cases such as these often went undetected during the Census Bureau's initial unduplication effort. Since the questionnaire is relatively short, respondents often completed the duplicate questionnaire rather than reporting the problem to Census.

In an effort to resolve duplicate reporting, the Census Bureau conducted a thorough review of the data after collection. Census identified potential duplicates by reviewing all cases of duplicate character strings in the school name, address, and telephone number fields. Cases determined to be true duplicates were made out-of-scope.

In addition to identifying duplicate cases on the PSS file, Census also identified 74 Bureau of Indian Affairs schools. These schools are not considered private and were made out-of-scope.

Quality Control and Editing

For data collected during telephone followup in the Census Bureau's two CATI facilities, preliminary quality assurance and editing checks took place at the time of the interview. The data collection instrument was designed to alert interviewers to inconsistencies reported by the respondent. In this event, the interviewer would review the answers with the respondent and make the appropriate corrections to the data. For example, if the total enrollment by grade did not equal the total enrollment by race, the interviewer would review these entries with the respondent in an attempt to obtain the correct total. Data from the CATI facilities was transmitted to Census headquarters for further processing.

Data from Jeffersonville and the two CATI facilities were subjected to a machine edit. This edit consisted of a(an):

1. Range check to identify data outside the limits of established specifications;

2. Consistency edit to compare data in different fields for consistency;

3. Skip pattern check to verify that sequential patterns on the questionnaire had been followed;

4. Interview status recode (ISR),[10] a program used prior to the weighting process to assign the final interview status to the form; and

5. Blanking edit to eliminate out-of-range items from data calculations.

The machine edit was done at the Census Bureau's headquarters office in Washington, DC.

Item Response Rates

Unweighted response rates for every item, except one, were larger than 90 percent.[11] There was a 99 percent response rate or higher for 53 percent of the items and a 98 percent for an additional sixteen percent of the items. See appendix C for an itemized list of response rates. See the imputation section below for a description of the imputation procedures used to compensate for item nonresponse.

Weighting

The survey data from the area frame component were weighted to reflect the sampling rates (probability of selection) in the PSUs. Survey data from both the list and area frame components were adjusted for school nonresponse (There were 22,678 interviews and 1,791 cases which were non-interviews. The unweighted response rate was 93 percent. See Table TN2 for a detailed breakdown of weighted response rates by list and area frame.) This is a departure from 1989 and earlier Private School Surveys which adjusted for total nonresponse (i.e., school nonresponse) and for partial nonresponse associated with four specific PSS data elements. In the earlier PSS, schools, students, teachers, graduates, and projected graduates all had their own separate weights. For the 1991–92 and 1993–94 PSS only one weight was required due to a newly developed and complex imputation process which was used to compensate for item nonresponse (see imputation section below). When estimates are produced for schools and other

[10]ISR Codes: 1 = interview, the required items in the form are complete; 2 = noninterview, refusal to answer questions, unable to contact institution, or conditions for code 1 not met; 3 = out of scope.

[11]The item response rate for item 10 (Enrollment by ethnicity) was 79.1 percent.

data elements the same PSS school weights should be used. A brief description of the components that comprise the PSS weights follows.

Table TN2.--Weighted school response rates by frame for 1993–94 PSS

	List frame	Area frame	Total frame
Response	22,372	1,568	23,940
(unweighted)	(22,372)	(306)	(22,678)
Nonresponse	1,676	458	2,134
(unweighted)	(1,676)	(115)	(1,791)
Out-of-scope	2,291	6,339	8,630
(unweighted)	(2,291)	(1,450)	(3,741)
Response rate*	93.0%	77.4%	91.8%

*The response rate is calculated as follows: Number of responding schools divided by the number of responding schools plus the number of nonresponding schools.

NOTE: The list frame counts of response and non-response in Table TN2 do not sum to the list frame total in Table TN1. Some list frame schools were found on prekindergarten lists from a later operation (See Data Collection Section above) and were weighted with the other prekindergarten records.

W_i, the PSS weight for all data items for the i^{th} school is:

$$W_i = BW_i \times NR_c$$

where: BW_i is the inverse of the selection probability for school i ($BW_i = 1$, for list frame schools; BW_i = inverse of the PSU probability of selection for the area frame schools)

NR_c is the weighted ratio of the sum of the in-scope schools to the sum of the in-scope responding schools in cell c, using BW_i as the weight

The cells used in NR_c were school association (19 groups) by school level (4 groups: elementary, secondary, combined and other), by size class (5 groups) for list frame schools (see table TN3); and school association (3 groups: Catholic, other religious, nonsectarian) by school level (3 groups: elementary, secondary and combined), for area frame schools (see table TN4). If the number of schools in cell c was less than 15 or NR_c was greater than 1.5, then cell c was collapsed. Cells were collapsed within grade level before association cells were collapsed.

Table TN3.--Nonresponse adjustment cells for list frame schools

School Association	Enrollment	School Level				
		Elementary	Secondary	Combined	Unknown	Other
Catholic	<150 150-299 300-499 500-749 750+					
Friends Council on Education						
National Association of Episcopal Schools						
National Society of Hebrew Day Schools						
Solomon Schechter Day Schools						
Other Jewish						
Lutheran Church - Missouri Synod						
Lutheran Church - Wisconsin Synod						
Association of Evangelical Lutheran Churches						
Other Lutheran						
Seventh-Day Adventist Board of Education						
Christian Schools International						
American Association of Christian Schools						
National Association of Private Schools for Exceptional Children						
Association of Military Colleges and Schools of the United States						
American Montessori Society						
National Association of Independent Schools						
National Independent Private School Association						
All else	<150 150-299 300-499 500-749 750+					

Table TN4.--Nonresponse adjustment cells for area frame schools

Affiliation	Grade level			
	Elementary	Secondary	Combined	Unknown
Catholic				
Other religious				
Non-sectarian				
Unknown				

Imputation

Values were imputed for items with missing data from records that had been classified as interviews (ISR=1). Noninterview adjustment factors were used during the weighting process to compensate for data that were missing because the sample case was a noninterview (ISR=2).

For questionnaire items that should have been answered but were not, values were imputed either in the first or second stage imputation. The first stage imputation process is done by: (1) using data from other items on the 1993–94 PSS questionnaire; (2) using data from the 1991–92 Private Schools Survey questionnaire file. If a value is not imputed in the first stage processing, it is imputed during the second stage processing.

The second stage imputation process is done using a nearest neighbor hot deck imputation methodology extracting data from the respondent (donor) nearest to the nonrespondent, with similar characteristics.[12] All units (donors and nonrespondents) on the file are sorted by variables which describe certain characteristics of the schools, such as state location, school type, affiliation, number of teachers, and enrollment; different combinations of these variables are used to sort the file for the various items that require second stage imputation. For items 11 (number of days in school year) and 12 (length of school day), state location and affiliation are used as matching variables to more precisely match the nonrespondent to a similar respondent (donor). The last respondent encountered before reaching the nonrespondent (nearest neighbor) is used as the donor for the missing item.

Changes in Questionnaire Between 1991–92 and 1993–94

The 1993–94 Private School Survey introduced several questionnaire changes. Most notably was the design of the questionnaire (see appendix B). The new design was implemented to facilitate respondent reporting by clearly indicating skip patterns through the use of arrows as well as words and by minimizing the number of questions asked on each page of the form. Second, data for prekindergarten programs were expanded to collect the type of prekindergarten program in addition to student and teacher counts requested on earlier versions of the questionnaire. This prekindergarten information was collected in a separate questionnaire module (see Items 16 and 17 of the questionnaire). Finally, the 1993–94 PSS collected data on the racial\ethnic makeup of the school's student body. The enrollment by race\ethnicity item was first introduced in the 1992 Early Estimates Survey.

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[12]For a general discussion of imputation of survey responses see Kalton, G., *Compensating for Missing Survey Data*. Ann Arbor: Survey Research Center, University of Michigan, (1983) and Kalton, G. and Kasprzyk, D. (1982), "Imputing for Missing Survey Responses," *Proceedings of the Section on Survey Research Methods*, American Statistical Association, 122-131.

Sampling Error

The standard error is a measure of the variability due to sampling when estimating a parameter. It indicates how much variability there is in the population of possible estimates of a parameter for a given sample size. For PSS, only the area frame contributes to the standard error. The list frame component of the standard error is always zero (0).

Standard errors can be used as a measure of the precision expected from a particular sample. If all possible samples were surveyed under similar conditions, intervals of 1.96 standard errors below to 1.96 standard errors above a particular statistic would include the true population parameter being estimated in about 95 percent of the samples. This is a 95 percent confidence interval. For example, in school year 1993–94, the estimate for all private schools is 26,093, and the standard error is 204.6. The 95 percent confidence interval for this statistic extends from 26,093 - (204.6 times 1.96) to 26,093 + (204.6 times 1.96) or from 25,692.0 to 26,494.0. The standard error for the 4,836,442 students in private schools is 12,875.0. The 95 percent confidence interval for this statistic extends from 4,811,207 to 4,861,677.

Estimates of standard errors were computed using a technique known as half-sample replication. As with any replication method, half-sample replication involves constructing a number of subsamples (replicates) from the full sample and computing the statistic of interest for each replicate. The mean square error of the replicate estimates around the full sample provides an estimate of the variance of the statistic.[13] A computer program (WESVAR), developed by and available at Westat, Inc., was used to calculate the estimates of standard errors. The software runs under IBM/OS and VAX/VMS systems. Standard errors for statistics in each table are presented in corresponding tables labeled for standard errors (see appendix A).

Stability of Sampling Error Estimates

The known incompleteness of the private school list frame mandates the need for an area frame sample to improve the coverage of the private school universe. However, the area frame sample of PSUs is small (123 out of a total of approximately 2,500 eligible PSUs) leading to potentially unstable estimates of standard errors. This is particularly true when the domain of interest is small. When this occurs, sometimes there is not enough information to compute a standard error, as the tables indicate. Stabilizing the standard error estimate given the level of detail of the PSS estimates would require a much larger PSU sample. The current area frame is designed to produce regional estimates.

Nonsampling Error

Survey estimates are also subject to errors of reporting and errors made in the collection of the data. These errors, called nonsampling errors, can sometimes bias the data. While

[13]Kirk M. Wolter, *Introduction to Variance Estimation*, chapter 3, (New York: 1985).

sampling theory can be used to estimate the sampling variability of an estimate, nonsampling errors are not easy to measure and usually require either an experiment conducted as part of the data collection procedure or use of data external to the study.

Nonsampling errors may include such things as differences in the respondents' interpretation of the meaning of the questions, differences related to the particular time the survey was conducted, or errors in data preparation. The content of the PSS was developed in consultation with representatives of private school associations attending NCES private school data users meetings. The questionnaire and instructions were extensively reviewed by NCES staff. The data were checked for accuracy and consistency by the manual and machine edits described in the earlier section on quality control. Data were keyed with 100 percent verification.

Undercoverage in the list and area frames is another possible source of nonsampling error. The area frame was used to complement the list frame through the identification of schools missing from the list frame. Tables TN5, TN6, and TN7 show the contribution of the area frame to counts of schools, teachers, and enrollment.

Table TN5.–Private school enrollment by private school typology and type of frame

Private school type	Total	List frame	Area frame	Area frame percent total
Total	4,836,442	4,705,585	130,857	2.71%
Catholic	2,488,101	2,474,392	13,709	0.55
Parochial	1,409,828	1,403,684	6,144	0.44
Diocesan	751,175	745,658	5,518	0.73
Private	1 327,097	325,050	2,047	0.63
Other religious	1,629,581	1,552,700	76,880	4.72
Conservative Christian	610,578	588,798	21,780	3.57
Affiliated	593,647	569,103	24,544	4.13
Unaffiliated	425,356	394,800	30,556	7.18
Non-sectarian	718,761	678,493	40,268	5.60
Regular	481,423	466,421	15,001	3.12
Special emphasis	163,251	141,037	22,214	13.61
Special education	74,087	71,035	3,052	4.12

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Private School Survey, 1993–94.*

Table TN6.--Number of private school teachers (headcount) by private school typology and type of frame

Private school type	Total	List frame	Area frame	Area frame percent total
Total	378,109	364,150	13,959	3.69%
Catholic	149,879	148,905	973	0.65
Parochial	79,736	79,293	443	0.56
Diocesan	44,997	44,633	364	0.81
Private	25,145	24,980	166	0.66
Other religious	141,993	133,997	7,996	5.63
Conservative Christian	51,289	48,750	2,539	4.95
Affiliated	52,237	50,126	2,111	0.04
Unaffiliated	38,467	35,121	3,346	8.70
Non-sectarian	86,237	81,248	4,989	5.79
Regular	51,748	50,326	1,422	2.75
Special emphasis	20,794	17,736	1,422	14.71
Special education	13,695	13,186	509	3.72

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Private School Survey, 1993-94.*

Table TN7.--Number of private schools by private school typology and type of frame

Private school type	Total	List frame	Area frame	Area frame percent total
Total	26,093	24,067	2,026	7.77%
Catholic	8,331	8,261	69	0.83
Parochial	5,127	5,099	28	0.54
Diocesan	2,371	2,350	20	0.86
Private	833	812	21	2.57
Other religious	12,222	10,935	1,286	10.52
Conservative Christian	4,530	4,101	429	9.47
Affiliated	3,640	3,403	238	6.53
Unaffiliated	4,051	3,432	620	15.30
Non-sectarian	5,541	4,871	671	12.10
Regular	2,198	2,038	160	7.29
Special emphasis	2,106	1,675	431	20.45
Special education	1,237	1,157	80	6.44

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Private School Survey, 1993-94.*

Publication Criteria for PSS Estimates

NCES criteria for the publication of an estimate is based on two category types: (1) surveys based on a sample from the frame or (2) universe surveys, surveys based on the entire

frame. To publish an estimate for a sample survey, at least 30 cases must be used in developing the estimate; for a universe survey, at least three cases must be used in developing the estimate. The PSS survey does not fit into either of these two categories. PSS has pieces of both categories: (1) a complete census of schools belonging to the list frame and (2) a sample survey of 123 PSUs (area frame) which collects data on schools not on the list frame. Since a significant component of a PSS estimate comes from the census of the list frame, the criterion of at least 30 cases seems unnecessarily high. However, since the area frame component of an estimate can have a large sampling error, some indication of a large sampling error is appropriate. Based on these two concerns, the following rule was applied to estimates in the PSS tables:

In order for an estimate to be included in a PSS table, it must be based on at least 15 schools. If the estimate is based on more than 15 schools and the CV (standard error/estimate) is greater than 25 percent, then the estimate is identified as having a large CV and the reader is referred to a table of standard errors.

Comparability with Other Estimates

Comparisons of the NCES private school estimates from 1993–94 with those from the 1991–92 and the 1989–90 surveys (see table TN8) show similarities in the estimates for the number of private schools, students, and teachers in the aggregate, as well as within each school level and religious orientation group. For example, the 95 percent confidence interval on the 1993–94 estimate of 4,836,442 students ranges from 4,811,208 to 4,861,667 and the 95 percent confidence interval of the 1991–92 estimate of 4,889,545 ranges from 4,837,132 to 4,941,958. Similarly the 95 percent confidence interval on the 1993–94 estimate of 338,162 FTE teachers ranged from 335,578 to 340,747 and the confidence interval on the 1991–92 estimate of 339,267 ranges from 335,681 to 342,853.

A comparison of the NCES Private School Universe Survey estimate for the total number of students in private schools with the most recent household survey estimate of total enrollment from the October Supplement of the Current Population Survey (CPS)[14] shows that the two estimates are different. In particular, the CPS estimate of the number of private school students in grades kindergarten through 12 in the 1993–94 school year is 4,572,000, compared with the 4,836,442 students reported in the NCES 1993–94 Private School Universe Survey. (The 95 percent confidence interval on the CPS estimate ranges from 4,320,400 to 4,823,600, and the 95 percent confidence interval of the Private School Universe membership count ranges from 4,811,208 to 4,861,667.)

[14]U.S. Department of Commerce, Bureau of the Census, "School Enrollment - Social and Economic Characteristics of Students: October 1993," *Current Population Reports*, Series P-20, No. 479 (Washington, DC: 1994).

Comparisons of the NCES Private School Universe Survey estimate for Catholic schools with the National Catholic Educational Association (NCEA) data[15] for the 1993–94 school year (see table TN8) show a difference in the teacher counts between the two data sources. Both the NCEA teacher count of 157,201 and the PSS estimate of 149,879 reported here (see table TN9) include part-time and full-time teachers, in the computation of full-time equivalents (the 95 percent confidence interval of the PSS estimate ranges from 149,249 to 150,509). The NCEA 1993–94 school year count of 8,345 schools is within the 95 percent confidence interval of the NCES 1993–94 PSS estimate for Catholic schools (the 95 percent confidence interval on the PSS estimate of Catholic schools ranges from 8,275 to 8,387) and the NCEA student count of 2,444,609 is within the 95 percent confidence interval of the NCES 1993–94 PSS estimate for Catholic students (the 95 percent confidence interval on the NCES PSS of Catholic school enrollment ranges from 2,418,781 to 2,497,521). The survey methodologies used by NCES and NCEA are quite different; NCES surveys private schools directly while NCEA surveys archdiocesan and diocesan offices of education and some state Catholic conferences. Further research to identify the sources of these differences is needed.

Table TN8.—Summary table for private school statistics: 1983,[1] 1985,[2] 1988,[3] 1989, 1991, and 1993

	1983	1985	1988	1989	1991	1993
Schools						
Total	27,700	25,600	26,300	26,712	25,998	26,093
Elementary	15,630	15,300	(4)	16,514	15,716	15,571
Secondary	2,620	2,400	(4)	2,490	2,475	2,506
Combined	5,250	4,900	(4)	7,707	7,807	8,016
Other	4,200	2,900	(4)	(5)	(5)	(5)
Students						
Total	5,715,200	5,982,000	4,873,000	4,838,497	4,889,545	4,836,442
Elementary	3,240,500	3,343,000	2,827,800	2,764,118	2,766,059	2,759,771
Secondary	1,047,000	1,318,000	868,300	842,040	818,570	791,235
Combined	1,130,200	1,047,000	1,177,400	1,232,339	1,304,917	1,285,437
Other	297,500	274,000	(4)	(5)	(5)	(5)
FTE Teachers						
Total	337,200	404,000	344,659	331,533	339,267	338,162
Elementary	(4)	190,000	171,115	158,025	160,125	163,641
Secondary	(4)	83,000	63,270	62,971	62,198	58,497
Combined	(4)	96,000	110,273	110,537	116,944	116,025
Other	(4)	35,000	(4)	(5)	(5)	(5)

[1]U.S. Department of Education, National Center for Education Statistics, Bulletin, *Private Elementary and Secondary Education, 1983 Enrollment, Teachers, and Schools* (Washington, DC: 1984).

[2]Westat, Inc., *Private Schools and Private School Teachers: Final Report of the 1985–86 Private School Study* (Rockville, MD: 1987).

[3]U.S. Department of Education, National Center for Education Statistics, *Early Estimates: Key Statistics for Private Elementary and Secondary Education: School Year 1988–89*, NCES 88-867 (Washington, DC: 1988).

[4]Data are not available.

[5]The 1989, 1991, and 1993 PSS did not include the category "Other" for schools, students, or teachers. The alternative and special education schools assigned to that category have been included in the three levels.

[15]National Catholic Educational Association, *United States Catholic Elementary and Secondary Schools, 1993–94: Annual Report on Schools, Enrollment and Staffing* (Washington, DC: 1994).

Table TN9.–National Statistics for Catholic Schools for 1993–94. Comparison of NCEA[1] and PSS[2] Data

	NCEA	PSS
Schools		
Total	8,345	8,331
Elementary	7,114	6,912
Secondary	1,231	1,160
Combined	([3])	259
Students		
Total	2,444,609	2,488,101
Elementary	1,859,947	1,830,002
Secondary	589,662	588,326
Combined	([3])	69,773
FTE Teachers		
Total	157,201	149,879
Elementary	112,199	93,510
Secondary	45,002	37,421
Combined	([3])	6,287

[1]National Catholic Education Association, *United States Catholic Elementary and Secondary Schools, 1993–94: Annual Report on Schools, Enrollment, and Staffing* (Washington D.C.: 1994).

[2]U.S. Department of Education, National Center for Education Statistics, *Private School Survey, 1993–94*, unpublished tabulation.

[3]Data are not available.

Appendix A: Standard Error Tables

Table 1A.–Standard errors for number and percent of private schools, students, and FTE teachers, by selected characteristics: United States, 1993-94

Characteristics	Schools		Enrollment		FTE teachers	
	Number	Percent	Number	Percent	Number	Percent
Total	204.6		12,375.0		1,318.7	
Private school type						
Catholic	28.4	0.24	4,677.9	0.13	296.3	0.15
Parochial	12.4	0.16	2,070.6	0.09	125.3	0.09
Diocesan	12.6	0.08	3,616.8	0.07	224.7	0.06
Private	15.8	0.06	1,008.5	0.03	63.0	0.03
Other religious	188.5	0.42	10,848.9	0.17	1,059.1	0.23
Conservative Christian	111.6	0.38	6,322.1	0.12	678.3	0.18
Affiliated	63.4	0.21	4,224.6	0.09	295.0	0.10
Unaffiliated	128.2	0.42	7,807.7	0.15	784.4	0.21
Non-sectarian	85.8	0.32	7,120.1	0.14	814.6	0.21
Regular	40.7	0.16	4,748.5	0.10	383.2	0.12
Special emphasis	66.7	0.25	3,885.8	0.08	560.4	0.15
Special education	31.5	0.12	762.2	0.02	123.2	0.04
School level						
Elementary	152.9	0.41	9,792.8	0.12	879.3	0.18
Secondary	29.4	0.11	2,691.8	0.05	264.5	0.08
Combined	133.8	0.41	7,284.8	0.13	888.9	0.20
Program emphasis						
Regular elementary, secondary	178.8	0.38	10,685.1	0.09	890.5	0.17
Montessori	63.9	0.24	2,552.0	0.05	227.8	0.07
Special program emphasis	39.3	0.15	3,257.5	0.06	557.8	0.15
Special education	31.5	0.13	762.2	0.02	123.2	0.04
Vocational/technical	–	–	–	–	–	–
Alternative	90.8	0.33	3,431.8	0.07	407.3	0.11
Size						
Less than 150	203.2	0.35	11,630.8	0.20	1,262.4	0.28
150 to 299	27.4	0.21	6,125.9	0.13	381.5	0.15
300 to 499	16.1	0.12	5,343.4	0.12	310.4	0.11
500 to 749	#	0.04	#	0.04	#	0.05
750 or more	#	0.02	#	0.03	#	0.04
Region						
Northeast	61.1	0.22	6,263.7	0.14	503.6	0.15
Midwest	95.8	0.33	3,628.2	0.09	327.0	0.12
South	151.5	0.43	11,172.9	0.19	1,079.1	0.24
West	47.3	0.20	6,264.2	0.12	526.8	0.14

– Too few sample cases for a reliable estimate.

Standard error is less than .005.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1993-94.

Table 2A.--Standard errors for number and percent of private schools, students, and FTE teachers, by religious and non-sectarian category: United States, 1993-94

Characteristics	Schools		Enrollment		FTE teachers	
	Number	Percent	Number	Percent	Number	Percent
Total	204.6		12875.0		1318.7	
Religious orientation						
Roman Catholic	28.4	0.24	4677.9	0.13	296.3	0.15
Amish	25.7	0.10	538.5	0.01	25.7	0.01
Assembly of God	41.4	0.16	3605.3	0.07	324.8	0.09
Baptist	67.9	0.24	4944.3	0.10	510.2	0.14
Calvinist	#	#	#	#	#	#
Christian (unspecified)	67.3	0.23	6503.5	0.13	468.5	0.13
Church of Christ	15.1	0.06	4317.2	0.09	258.9	0.08
Church of God	9.2	0.03	1503.8	0.03	127.2	0.04
Disciples of Christ	--	--	--	--	--	--
Episcopal	#	0.01	#	#	#	0.01
Friends	#	#	#	#	#	#
Greek Orthodox	#	#	#	#	#	#
Islamic	#	#	#	#	#	#
Jewish	9.5	0.04	2277.3	0.05	215.3	0.07
Latter Day Saints	--	--	--	--	--	--
Lutheran Church - Missouri Synod	#	0.03	#	0.01	#	0.01
Evangelical Lutheran Church In America	#	0.00	#	#	#	#
Wisconsin Evangelical Lutheran Synod	#	0.01	#	#	#	#
Other Lutheran	#	#	#	#	#	#
Mennonite	86.6	0.33	2320.3	0.05	229.5	0.07
Methodist	9.2	#	596.0	#	45.9	#
Pentecostal	50.9	0.20	2420.0	0.05	284.2	0.08
Presbyterian	7.9	0.03	95.3	#	15.9	0.01
Seventh-Day Adventist	26.2	0.10	343.3	0.01	35.3	0.01
Other	85.6	0.30	3848.5	0.08	428.0	0.12
Non-sectarian						
Exceptional children	15.3	0.06	1486.2	0.03	269.8	0.08
Montessori	23.8	0.09	923.9	0.02	85.2	0.03
Other non-sectarian	86.0	0.32	6750.1	0.13	742.3	0.20

-- Too few sample cases for a reliable estimate.

Standard error is less than .005.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1993-94.

Table 3A.–Standard errors for number and percent of private schools, by school level, by selected characteristics: United States, 1993-94

Characteristics	Total		Elementary		Secondary		Combined	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	204.6		152.9		29.4		133.8	
Private school type								
Catholic	28.4	0.24	28.4	0.43	#	0.54	#	0.05
Parochial	12.4	0.16	12.4	0.32	#	0.09	#	0.01
Diocesan	12.6	0.08	12.6	0.12	#	0.24	#	0.01
Private	15.8	0.06	15.8	0.10	#	0.20	#	0.03
Other religious	188.5	0.42	137.5	0.55	24.7	0.78	127.4	0.62
Conservative Christian	111.6	0.38	39.3	0.23	10.3	0.40	102.2	0.95
Affiliated	63.4	0.21	48.7	0.27	#	0.15	43.0	0.55
Unaffiliated	128.2	0.42	103.2	0.54	22.5	0.83	74.4	0.78
Non-sectarian	85.8	0.32	65.5	0.40	19.1	0.64	36.9	0.59
Regular	40.7	0.16	35.9	0.24	12.3	0.45	14.6	0.22
Special emphasis	66.7	0.25	55.4	0.34	14.6	0.55	37.7	0.45
Special education	31.5	0.12	#	0.01	#	0.08	31.5	0.46
Program emphasis								
Regular elementary, secondary	178.8	0.38	139.1	0.36	16.0	0.83	100.3	0.76
Montessori	63.9	0.24	55.0	0.34	--	--	26.3	0.33
Special program emphasis	39.3	0.15	16.0	0.10	11.9	0.46	41.1	0.50
Special education	31.5	0.13	#	0.01	#	0.09	31.5	0.48
Vocational/technical	–	–	–	–	–	–	–	–
Alternative	90.8	0.33	23.7	0.15	25.9	0.94	70.2	0.75
Size								
Less than 150	203.2	0.35	153.0	0.49	30.8	0.82	129.6	0.49
150 to 299	27.4	0.21	20.8	0.34	12.8	0.54	19.9	0.28
300 to 499	16.1	0.12	9.8	0.13	#	0.20	12.8	0.24
500 to 749	#	0.04	#	0.04	#	0.14	#	0.08
750 or more	#	0.02	#	0.01	#	0.12	#	0.05
Region								
Northeast	61.1	0.22	57.1	0.35	7.3	0.41	46.1	0.51
Midwest	95.8	0.33	80.2	0.44	12.3	0.45	47.5	0.57
South	151.5	0.43	110.6	0.56	22.5	0.72	105.3	0.87
West	47.3	0.20	33.2	0.25	12.6	0.46	29.3	0.40

– Too few sample cases for a reliable estimate.

Standard error is less than .005

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1993-94.

Table 4A.–Standard errors for number and percent of private school students by school level, by selected characteristics: United States, 1993-94

Characteristics	Total		Elementary		Secondary		Combined	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	12,875.0		9,792.8		2,691.8		7,284.8	
Private school type								
Catholic	4,677.9	0.13	4,677.9	0.23	#	0.25	#	0.03
Parochial	2,070.6	0.09	2,070.6	0.18	#	0.04	#	0.01
Diocesan	3,616.8	0.07	3,616.8	0.11	#	0.12	#	#
Private	1,008.5	0.03	1,008.5	0.04	#	0.10	#	0.02
Other religious	10,848.9	0.17	8,187.9	0.23	1,741.5	0.20	6,358.7	0.23
Conservative Christian	6,322.1	0.12	2,539.1	0.09	1,605.7	0.20	5,077.9	0.29
Affiliated	4,224.6	0.09	4,400.0	0.15	#	0.03	1,373.9	0.12
Unaffiliated	7,807.7	0.15	6,292.3	0.21	674.1	0.08	3,227.2	0.22
Non-sectarian	7,120.1	0.14	5,275.8	0.18	2,192.4	0.25	3,119.8	0.22
Regular	4,748.5	0.10	4,627.2	0.17	943.3	0.11	497.6	0.12
Special emphasis	3,885.8	0.08	2,194.3	0.08	1,979.1	0.24	3,187.0	0.24
Special education	762.2	0.02	#	#	#	#	762.2	0.07
Program emphasis								
Regular elementary, secondary	10,685.1	0.09	9,286.5	0.10	1,862.3	0.24	5,505.0	0.28
Montessori	2,552.0	0.05	2,077.4	0.08	–	–	1,104.3	0.09
Special program emphasis	3,257.5	0.06	1,645.3	0.06	477.8	0.06	3,625.8	0.27
Special education	762.2	0.02	#	#	#	#	762.2	0.07
Vocational/technical	–	–	–	–	–	–	–	–
Alternative	3,431.8	0.07	1,763.3	0.06	2,157.1	0.26	1,412.1	0.10
Size								
Less than 150	11,630.8	0.20	8,602.0	0.26	1,626.6	0.19	6,096.5	0.36
150 to 299	6,125.9	0.13	4,036.9	0.18	2,391.8	0.26	5,012.8	0.37
300 to 499	5,343.4	0.12	3,174.4	0.10	#	0.07	4,298.2	0.36
500 to 749	#	0.04	#	0.04	#	0.08	#	0.10
750 or more	#	0.03	#	0.01	#	0.12	#	0.10
Region								
Northeast	6,263.7	0.14	3,266.0	0.13	1,000.4	0.14	4,980.6	0.37
Midwest	3,628.2	0.09	2,662.8	0.13	943.3	0.13	2,393.1	0.18
South	11,172.9	0.19	7,881.2	0.24	1,222.5	0.14	7,055.9	0.43
West	6,264.2	0.12	4,652.3	0.14	1,964.9	0.21	1,519.2	0.12

– Too few sample cases for a reliable estimate.

Standard error is less than .005.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1993-94.

Table 5A.–Standard errors for number and percent of private schools by school level, by religious and non-sectarian category: United States, 1993-94

Characteristics	Total		Elementary		Secondary		Combined	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	204.6		152.9		29.4		133.8	
Religious orientation								
Roman Catholic	28.4	0.24	28.4	0.43	#	0.54	#	0.05
Amish	25.7	0.10	25.7	0.16	–	–	#	#
Assembly of God	41.4	0.16	23.2	0.15	–	–	33.5	0.41
Baptist	67.9	0.24	37.1	0.23	#	0.01	54.6	0.64
Calvinist	#	#	#	0.01	#	0.01	#	0.01
Christian (unspecified)	67.3	0.23	54.6	0.32	#	0.05	60.9	0.62
Church of Christ	15.1	0.06	7.9	#	–	–	12.8	0.16
Church of God	9.2	0.03	#	#	–	–	9.2	0.11
Disciples of Christ	–	–	–	–	–	–	–	–
Episcopal	#	0.01	#	0.01	#	0.02	#	0.02
Friends	#	#	#	#	–	–	#	#
Greek Orthodox	#	#	#	#	–	–	–	–
Islamic	#	#	#	#	–	–	#	0.01
Jewish	9.5	0.04	6.9	0.05	#	0.07	6.5	0.08
Latter Day Saints	–	–	–	–	–	–	–	–
Lutheran Church - Missouri Synod	#	0.03	#	0.06	#	0.03	#	#
Evangelical Lutheran Church In America	#	#	#	0.01	–	–	–	–
Wisconsin Evangelical Lutheran Synod	#	0.01	#	0.02	#	0.01	–	–
Other Lutheran	#	#	#	#	–	–	–	–
Mennonite	86.6	0.33	84.4	0.53	–	–	11.0	0.14
Methodist	9.2	0.03	#	#	–	–	9.2	0.11
Pentecostal	50.9	0.20	#	0.01	–	–	50.9	0.63
Presbyterian	7.9	0.03	7.9	0.05	–	–	#	0.01
Seventh-Day Adventist	26.2	0.10	25.4	0.16	#	0.03	6.3	0.10
Other	85.6	0.30	31.6	0.20	23.6	0.91	68.2	0.76
Non-sectarian								
Exceptional children	15.3	0.06	10.5	0.07	#	0.05	11.2	0.17
Montessori	23.8	0.09	9.8	0.07	–	–	19.7	0.24
Other non-sectarian	86.0	0.32	64.7	0.39	19.1	0.65	35.4	0.51

-- Too few sample cases for a reliable estimate.

Standard error is less than .005.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1993-94.

Table 6A.–Standard errors for number and percent of private school students by school level, by religious and non-sectarian category: United States, 1993-94

Characteristics	Total		Elementary		Secondary		Combined	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	12,875.0		9,792.8		2,691.8		7,284.8	
Religious orientation								
Roman Catholic	4,677.9	0.13	4,677.9	0.23	#	0.25	#	0.03
Amish	538.5	0.01	538.5	0.02	–	–	#	#
Assembly of God	3,605.3	0.07	3,345.6	0.12	–	–	477.6	0.04
Baptist	4,944.3	0.10	4,501.4	0.16	#	#	1,921.2	0.14
Calvinist	#	#	#	#	#	#	#	0.01
Christian (unspecified)	6,503.5	0.13	4,231.9	0.15	#	0.01	4,922.1	0.37
Church of Christ	4,317.2	0.09	404.8	0.02	–	–	4,298.2	0.34
Church of God	1,503.8	0.03	#	#	–	–	1,503.8	0.12
Disciples of Christ	–	–	–	–	–	–	–	–
Episcopal	#	#	#	0.01	#	#	#	0.02
Friends	#	#	#	#	–	–	#	#
Greek Orthodox	#	#	#	#	–	–	–	–
Islamic	#	#	#	#	–	–	#	#
Jewish	2,277.3	0.05	1,965.5	0.07	#	0.01	1,150.2	0.09
Latter Day Saints	–	–	–	–	–	–	–	–
Lutheran Church - Missouri Synod	2.0	0.01	#	0.02	#	0.01	#	#
Evangelical Lutheran Church In America	#	#	#	#	–	–	–	–
Wisconsin Evangelical Lutheran Synod	#	#	#	#	#	#	–	–
Other Lutheran	#	#	#	#	–	–	–	–
Mennonite	2,320.3	0.05	2,196.2	0.08	–	–	427.8	0.03
Methodist	596.0	0.01	#	#	–	–	596.0	0.04
Pentecostal	2,420.0	0.05	#	#	–	–	2,420.0	0.19
Presbyterian	95.3	#	95.3	#	–	–	#	0.01
Seventh-Day Adventist	343.3	0.01	329.9	0.01	#	#	94.8	0.02
Other	3,848.5	0.08	1,902.9	0.07	1,206.3	0.15	2,887.7	0.20
Non-sectarian								
Exceptional children	1,486.2	0.03	1,447.9	0.05	#	#	335.4	0.03
Montessori	923.9	0.02	299.6	0.01	–	–	840.5	0.06
Other non-sectarian	6,750.1	0.13	4,951.3	0.18	2,192.4	0.25	2,988.3	0.21

– Too few sample cases for a reliable estimate.

Standard error is less than .005.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1993-94.

Table 7A.–Standard errors for percentage distribution of private schools by program emphasis, by religious and non-sectarian category: United States, 1993-94

Category	Regular elementary secondary	Montessori	Special programs	Special education	Vocational technical education	Alternative
Religious orientation						
Roman Catholic	0.01	#	#	#	–	#
Amish	0.55	–	–	–	–	0.52
Assembly of God	5.37	–	–	–	–	5.50
Baptist	1.11	–	1.05	–	–	0.54
Calvinist	#	–	–	–	–	–
Christian (unspecified)	1.71	0.03	0.06	0.02	–	1.72
Church of Christ	0.79	–	–	–	–	–
Church of God	1.02	–	–	–	–	–
Disciples of Christ	#	–	–	–	–	–
Episcopal	#	–	–	–	–	–
Friends	#	–	–	–	–	–
Greek Orthodox	#	–	–	–	–	–
Islamic	#	–	–	–	–	–
Jewish	0.83	–	0.88	–	–	0.07
Latter Day Saints	–	–	–	–	–	–
Lutheran Church - Missouri Synod	#	–	–	–	–	–
Evangelical Lutheran Church In America	#	–	–	–	–	–
Wisconsin Evangelical Lutheran Synod	#	–	–	–	–	–
Other Lutheran	#	–	–	–	–	–
Mennonite	2.37	–	–	–	–	0.80
Methodist	1.83	–	–	–	–	–
Pentecostal	2.36	–	–	–	–	1.96
Presbyterian	0.81	–	–	–	–	–
Seventh-Day Adventist	0.08	–	–	–	–	0.06
Other	3.20	–	0.47	–	–	3.28
Non-sectarian						
Exceptional children	0.09	–	1.41	1.26	–	0.13
Montessori	0.17	0.21	–	–	–	–
Other non-sectarian	0.96	1.27	0.67	0.74	–	0.79

– Too few sample cases for a reliable estimate.

Standard error is less than .005.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1993-94.

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Table 8A.–Standard errors for percentage distribution of private school students by program emphasis, by religious and non-sectarian category: United States, 1993-94

Category	Regular elementary secondary	Montessori	Special programs	Special education	Vocational technical education	Alternative
Religious orientation						
Roman Catholic	0.01	#	#	#	–	#
Amish	0.37	–	#	–	–	0.36
Assembly of God	0.75	–	–	–	–	0.72
Baptist	0.50	–	0.50	–	–	0.12
Calvinist	#	–	–	–	–	–
Christian (unspecified)	0.54	0.01	0.08	0.01	–	0.54
Church of Christ	0.21	–	–	–	–	–
Church of God	0.80	–	–	–	–	–
Disciples of Christ	#	–	–	–	–	–
Episcopal	#	–	–	–	–	–
Friends	#	–	–	–	–	–
Greek Orthodox	#	–	–	–	–	–
Islamic	#	–	–	–	–	–
Jewish	0.60	–	0.62	–	–	0.04
Latter Day Saints	–	–	–	–	–	–
Lutheran Church - Missouri Synod	#	–	–	–	–	–
Evangelical Lutheran Church In America	#	–	–	–	–	–
Wisconsin Evangelical Lutheran Synod	#	–	–	–	–	–
Other Lutheran	#	–	–	–	–	–
Mennonite	1.48	–	–	–	–	0.31
Methodist	0.44	–	–	–	–	–
Pentecostal	1.20	–	–	–	–	0.92
Presbyterian	0.02	–	–	–	–	–
Seventh-Day Adventist	0.01	–	–	–	–	0.01
Other	0.83	–	0.05	–	–	0.84
Non-sectarian						
Exceptional children	0.33	–	2.40	1.96	–	0.10
Montessori	0.28	0.31	–	–	–	–
Other non-sectarian	0.42	0.35	0.43	0.14	–	0.33

– Too few sample cases for a reliable estimate.

Standard error is less than .005.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1993-94.

Table 9A.–Standard errors for number and percent of private school students by grade level, by private school type: United States, 1993-94

Private school type	Grade									
	Kindergarten		First		Second		Third		Fourth	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	2,103.6		1,706.2		1,453.0		1,312.7		1,274.2	
Catholic	687.3	0.23	624.5	0.20	590.6	0.19	456.0	0.18	364.1	0.17
Parochial	584.6	0.18	494.8	0.16	467.0	0.15	278.0	0.13	124.3	0.13
Diocesan	361.4	0.08	380.9	0.08	361.4	0.09	361.4	0.09	341.9	0.08
Private	#	0.01	7.9	0.01	7.9	0.01	#	0.01	15.8	0.01
Other religious	1,853.9	0.30	1,527.8	0.25	1,119.2	0.21	1,079.9	0.20	1,010.9	0.19
Conservative Christian	655.9	0.15	488.7	0.11	457.0	0.11	504.0	0.12	342.5	0.09
Affiliated	944.2	0.20	687.5	0.15	621.9	0.14	547.2	0.13	477.6	0.12
Unaffiliated	1,518.5	0.29	1,287.1	0.26	817.1	0.17	800.3	0.18	843.9	0.20
Non-sectarian	1,374.8	0.26	955.7	0.19	1,029.3	0.22	837.2	0.19	727.0	0.17
Regular	1,242.9	0.24	870.6	0.18	849.7	0.18	590.9	0.13	472.8	0.11
Special emphasis	529.8	0.11	430.3	0.09	406.2	0.09	384.8	0.09	381.2	0.09
Special education	#	#	#	#	#	#	#	#	35.8	0.01

Private school type	Grade									
	Fifth		Sixth		Seventh		Eighth		Ninth	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	1,169.7		1,596.6		1,702.4		1,120.4		1,166.4	
Catholic	421.1	0.15	1,146.8	0.21	1,269.2	0.24	486.4	0.15	#	0.20
Parochial	129.3	0.12	124.3	0.16	119.3	0.17	74.6	0.12	#	0.03
Diocesan	400.5	0.09	958.9	0.21	914.9	0.21	263.7	0.07	#	0.09
Private	15.8	0.01	197.0	0.05	362.4	0.09	401.8	0.11	#	0.08
Other religious	925.2	0.19	987.9	0.19	1,120.8	0.22	774.0	0.16	798.3	0.20
Conservative Christian	416.6	0.11	574.3	0.13	569.3	0.13	546.4	0.14	612.9	0.18
Affiliated	464.6	0.12	348.8	0.10	284.6	0.09	208.6	0.07	227.1	0.08
Unaffiliated	697.2	0.17	648.1	0.16	788.0	0.19	523.6	0.14	360.5	0.11
Non-sectarian	597.8	0.14	516.7	0.14	481.2	0.14	492.2	0.12	873.9	0.24
Regular	337.2	0.08	206.0	0.08	264.1	0.10	185.5	0.06	254.3	0.08
Special emphasis	390.9	0.10	415.7	0.11	420.4	0.11	475.1	0.13	844.5	0.27
Special education	47.8	0.01	35.8	0.01	71.7	0.02	71.7	0.02	35.8	0.01

NOTE: All sources and footnotes appear on the second page of Table 9.

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Table 9A.–Standard errors for number and percent of private school students by grade level, by private school type: United States, 1993-94 (continued)

Private school type	Grade							
	Tenth		Eleventh		Twelfth		Ungraded	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	760.6		680.6		537.2		1,084.3	
Catholic	#	0.14	#	0.14	#	0.12	#	0.10
Parochial	#	0.02	#	0.02	#	0.02	#	0.02
Diocesan	#	0.06	#	0.06	#	0.05	#	0.03
Private	#	0.06	#	0.06	#	0.05	#	0.05
Other religious	690.4	0.18	617.8	0.17	465.6	0.14	663.4	0.64
Conservative Christian	575.7	0.18	533.3	0.18	419.3	0.16	538.1	0.53
Affiliated	109.8	0.05	150.8	0.06	170.3	0.07	#	0.04
Unaffiliated	346.6	0.11	275.7	0.10	193.9	0.07	387.9	0.42
Non-sectarian	377.9	0.12	321.9	0.11	279.2	0.10	976.2	0.63
Regular	155.7	0.05	103.8	0.04	101.3	0.04	166.5	0.19
Special emphasis	371.9	0.13	306.0	0.11	264.5	0.10	898.5	0.86
Special education	71.7	0.03	35.8	0.01	11.9	0.01	637.3	0.59

Standard error is less than .005

Kindergarten counts only cover schools that have a first grade or higher.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1993-94

Table 10A.–Standard errors for number of private school students by program emphasis, by grade level: United States, 1993-94

Category	Total	Regular elementary secondary	Montessori	Special programs	Special education	Vocational technical education	Alternative
Total	12,875.0	10,685.1	2,552.0	3,257.5	762.2	–	3,431.8
Kindergarten	2,103.6	2,140.8	439.3	465.0	#	–	377.4
First	1,706.2	1,713.2	307.6	355.7	#	–	328.6
Second	1,453.0	1,444.0	272.2	303.8	#	–	219.4
Third	1,312.7	1,275.6	252.2	305.7	#	–	263.1
Fourth	1,274.2	1,117.9	245.6	343.9	35.8	–	130.4
Fifth	1,169.7	1,063.1	252.1	304.3	47.8	–	232.6
Sixth	1,596.6	1,385.1	243.9	323.1	35.8	–	211.4
Seventh	1,702.4	1,484.5	230.0	357.0	71.7	–	233.5
Eighth	1,120.4	895.3	234.4	409.5	71.7	–	244.3
Ninth	1,166.4	784.4	33.9	298.5	35.8	–	906.0
Tenth	760.6	618.9	17.0	148.6	71.7	–	467.0
Eleventh	680.6	588.1	19.4	117.2	35.8	–	422.0
Twelfth	537.2	471.2	19.4	65.9	11.9	–	335.5
Ungraded	1,084.3	405.3	906.6	379.3	637.3	–	454.7

– Too few sample cases for a reliable estimate.

Standard error is less than .005

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1993-94.

Table 11A.–Standard errors for number of private schools by program emphasis, by length of school day: United States, 1993-94

Length of school day	Total	Regular elementary secondary	Montessori	Special programs	Special education	Vocational technical education	Alternative
Total schools	204.6	178.8	63.9	39.3	31.5	–	90.8
Number of hours							
Less than 4	30.8	11.1	–	–	11.9	–	0.0
4 to 4.9	6.5	#	–	–	#	–	0.0
5 to 5.9	48.1	41.6	#	#	#	–	24.2
6 to 6.9	187.6	171.5	39.0	45.5	23.7	–	45.7
7 or more	110.1	77.0	46.9	15.9	#	–	59.8

– Too few sample cases for a reliable estimate.

Standard error is less than .005

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1993-94.

Table 12A.–Standard errors for number and percent of private schools by school size, by private school type, school level, and program emphasis: United States, 1993-94

Characteristics	Less than 150		150 to 299		300 to 499		500 to 749		750 or more	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	203.2	0.35	27.4	0.21	16.1	0.12	#	0.04	#	0.02
Private school type										
Catholic	15.8	0.14	14.7	0.10	9.8	0.12	#	0.03	#	0.01
Parochial	0.0	0.04	12.4	0.12	#	0.05	#	0.02	#	#
Diocesan	0.0	0.10	7.9	0.26	9.8	0.33	#	0.05	#	0.03
Private	15.8	1.44	0.0	0.50	#	0.39	#	0.29	#	0.25
Other religious	183.4	0.42	22.4	0.27	12.8	0.17	#	0.04	#	0.02
Conservative Christian	107.1	0.66	11.7	0.42	#	0.18	#	0.07	#	0.02
Affiliated	62.8	0.65	16.9	0.57	12.8	0.39	#	0.06	#	0.03
Unaffiliated	127.5	0.71	13.4	0.53	#	0.13	#	0.05	#	0.03
Non-sectarian	84.4	0.49	21.7	0.40	#	0.10	#	0.05	#	0.03
Regular	36.0	0.90	19.0	0.76	#	0.27	#	0.13	#	0.07
Special emphasis	68.7	0.64	10.5	0.57	#	0.09	#	0.03	–	–
Special education	31.5	0.17	#	0.15	#	0.01	–	–	–	–
School level										
Elementary	153.0	0.49	20.8	0.34	9.8	0.13	#	0.04	#	0.01
Secondary	30.8	0.82	12.8	0.54	#	0.20	#	0.14	#	0.12
Combined	129.6	0.49	19.9	0.28	12.8	0.24	#	0.08	#	0.05
Program emphasis										
Regular elementary, secondary	174.6	0.44	27.1	0.25	16.1	0.15	#	0.05	#	0.02
Montessori	63.9	0.43	#	0.40	#	–	–	–	–	–
Special program emphasis	39.2	1.89	6.5	1.14	#	0.51	#	0.25	#	0.15
Special education	31.5	0.14	#	0.13	#	–	–	–	–	–
Vocational/technical	–	–	–	–	–	–	–	–	–	–
Alternative	88.7	0.63	10.5	0.54	#	0.12	–	–	–	–

– Too few sample cases for a reliable estimate.

Standard error is less than .005

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1993-94.

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Table 13A.–Standard errors for number and percent of private school teachers (headcount) by work status, by selected characteristics: United States, 1993-94

Characteristics	Total	Full time		3/4 time but less than 100%		1/2 time but less than 3/4		1/4 time but less than 1/2		Less than 1/4	
	Number	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	1,454.8	1,107.3	0.10	272.4	0.07	250.4	0.04	168.3	0.04	126.6	0.03
Private school type											
Catholic	312.9	270.8	0.02	#	0.01	54.6	0.03	5.0	0.01	#	0.01
Parochial	135.4	111.1	0.02	#	0.01	27.3	0.02	5.0	0.01	#	0.01
Diocesan	236.1	207.6	0.08	#	0.02	47.3	0.08	#	0.02	#	0.02
Private	63.0	63.0	0.04	#	0.01	#	0.02	#	0.01	#	0.01
Other religious	1,195.7	860.5	0.20	256.8	0.16	193.9	0.10	133.9	0.09	123.1	0.08
Conservative Christian	775.2	595.8	0.22	54.5	0.08	84.8	0.13	64.0	0.09	99.3	0.16
Affiliated	323.8	333.5	0.40	104.3	0.21	28.7	0.09	105.7	0.19	55.0	0.09
Unaffiliated	854.8	575.3	0.53	236.9	0.52	155.0	0.30	51.6	0.15	43.5	0.15
Non-sectarian	870.7	677.6	0.14	126.4	0.13	145.9	0.10	89.4	0.11	29.6	0.05
Regular	409.8	312.3	0.12	76.7	0.12	65.1	0.11	19.0	0.02	#	0.03
Special emphasis	612.5	450.4	0.43	100.4	0.42	131.7	0.39	82.5	0.43	29.6	0.22
Special education	145.4	111.5	0.26	#	0.03	#	0.05	47.7	0.33	#	0.02
School level											
Elementary	955.7	730.8	0.10	177.6	0.05	140.7	0.05	30.1	0.03	76.4	0.04
Secondary	370.7	150.3	0.34	33.1	0.11	264.5	0.37	68.2	0.09	#	0.02
Combined	1,042.6	691.6	0.31	195.3	0.09	303.5	0.19	151.2	0.10	99.2	0.07
Program emphasis											
Regular elementary, secondary	993.9	754.6	0.08	196.9	0.06	153.8	0.03	112.9	0.03	98.6	0.03
Montessori	269.8	182.6	1.13	31.5	0.33	61.2	0.64	14.1	0.21	31.2	0.36
Special program emphasis	594.0	459.1	0.66	94.3	0.51	117.3	0.36	88.8	0.60	30.8	0.28
Special education	145.4	111.5	0.23	#	0.03	#	0.05	47.7	0.29	#	0.02
Vocational/technical	–	–	–	–	–	–	–	–	–	–	–
Alternative	474.0	327.6	0.77	61.7	0.30	147.0	0.67	47.2	0.24	42.2	0.25
Size											
Less than 150	1,397.3	1,038.5	0.28	265.7	0.23	229.9	0.16	133.0	0.12	117.6	0.13
150 to 299	469.9	304.4	0.11	81.4	0.07	76.3	0.07	110.7	0.09	42.6	0.03
300 to 499	310.4	310.4	0.07	#	0.01	#	0.03	#	0.01	#	0.01
500 to 749	#	#	#	#	#	#	#	#	#	#	#
750 or more	#	#	#	#	#	#	#	#	#	#	#
Region											
Northeast	629.1	406.9	0.10	54.8	0.05	90.2	0.06	135.2	0.10	56.9	0.04
Midwest	378.6	215.9	0.09	106.7	0.10	60.5	0.05	24.9	0.03	48.7	0.05
South	1,171.8	903.3	0.26	241.1	0.19	222.0	0.14	57.2	0.05	78.0	0.07
West	561.4	438.6	0.18	107.0	0.13	26.6	0.08	88.2	0.13	38.2	0.07

– Too few sample cases for a reliable estimate.

Standard error is less than .005

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1993-94.

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Table 14A.–Standard errors for number of private schools, students, and teachers, by private school association membership: United States, 1993-94

Association	Number of Schools	Students	Teachers
Accelerated Christian Education	99.5	4,786.9	506.5
Altenative School Network	#	#	#
National Coalition of Alternative Community Schools	10.4	72.9	10.4
American Association of Christian Schools	15.3	750.5	98.6
American Montessori Society	17.0	2,932.2	135.5
Other Montessori associations	13.9	783.4	57.8
Association of Christian Schools International	46.8	3,134.6	303.8
Association of Military Colleges and Schools	#	#	#
Bilingual School Association	–	–	–
Council of Bilingual Education	–	–	–
Other associations for bilingual education	#	#	#
Christian Schools International	38.9	4,205.2	262.2
Council for Exceptional Children	#	#	#
National Association of Private Schools for Exceptional Children	#	#	#
Other association(s) for exceptional children	15.3	1,486.2	269.8
Council of Islamic Schools in North America	#	#	#
Early Childhood Education Association	23.8	2,592.0	314.5
Other early childhood education association(s)	#	#	#
European Council for International Schools	–	–	–
Other association(s) for international schools	#	#	#
Friends Council on Education	#	#	#
General Conference of Seventh-Day Adventists	#	#	#
National Association of Episcopal Schools	#	#	#
National Association of Independent Schools	#	#	#
National Independent Private School Association	#	#	#
Other independent school association(s)	14.6	1,744.4	141.3
National Association of Laboratory Schools	–	–	–
National Catholic Educational Association	17.6	3,906.2	219.5
Jesuit Secondary Education Association	#	#	#
National Center for Neighborhood Enterprise	–	–	–
National Federation of Church Schools	#	#	#
National Society of Hebrew Day Schools	#	#	#
Solomon Schechter Day Schools	#	#	#
Other Jewish school association(s)	9.5	2,277.3	215.3
Oral Roberts Educational Fellowship	#	#	#
Other Christian school association(s)	68.0	5,099.2	405.5
Other religious school association(s)	25.7	3,614.2	263.8
Other nonreligious school association(s)	52.7	3,640.8	464.7
None	157.6	9,688.1	1,067.0

– Too few sample cases for a reliable estimate # Standard error is less than .005

NOTE: Private schools may belong to more than one association.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1993-94.

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Table 15A.–Standard errors for percentage distribution of students by racial-ethnic background and percent minority students in private schools, by private school typology: United States, 1993-94

Characteristics	White non-Hispanic	Black non-Hispanic	Hispanic	Native American	Asian/Pacific Islander	Minority (nonwhite)
Total	0.07	0.05	0.04	#	0.04	0.13
Private school type						
Catholic	0.05	0.02	0.05	#	0.05	0.12
Parochial	0.08	0.01	0.09	#	0.09	0.19
Diocesan	0.03	0.02	0.02	#	0.02	0.06
Private	0.04	0.08	0.03	#	0.03	0.14
Other religious	0.13	0.12	0.04	#	0.04	0.20
Conservative Christian	0.13	0.06	0.06	0.01	0.06	0.19
Affiliated	0.11	0.05	0.04	#	0.04	0.13
Unaffiliated	0.47	0.46	0.08	0.01	0.08	0.63
Non-sectarian	0.20	0.14	0.13	0.01	0.13	0.41
Regular	0.20	0.19	0.04	#	0.04	0.27
Special emphasis	0.58	0.28	0.50	0.05	0.50	1.33
Special education	0.33	0.13	0.07	0.01	0.07	0.28
School level						
Elementary	0.08	0.04	0.06	#	0.06	0.16
Secondary	0.11	0.11	0.10	#	0.10	0.31
Combined	0.15	0.15	0.03	#	0.03	0.21
Program emphasis						
Regular elementary, secondary	0.06	0.05	0.04	#	0.04	0.13
Montessori	0.52	0.20	0.17	0.07	0.17	0.61
Special program emphasis	0.57	0.21	0.15	0.02	0.15	0.53
Special education	0.29	0.11	0.06	0.01	0.06	0.24
Vocational/technical	2.59	0.59	3.82	0.08	3.82	8.31
Alternative	0.46	0.30	0.61	0.03	0.61	1.55
Size						
Less than 150	0.23	0.13	0.07	0.01	0.07	0.28
150 to 299	0.16	0.13	0.12	#	0.12	0.37
300 to 499	0.05	0.01	0.03	#	0.03	0.07
500 to 749	#	#	#	#	#	#
750 or more	#	#	#	#	#	#
Region						
Northeast	0.07	0.05	0.03	#	0.03	0.11
Midwest	0.05	0.06	0.02	#	0.02	0.10
South	0.23	0.14	0.12	#	0.12	0.38
West	0.14	0.04	0.08	0.01	0.08	0.21

– Too few sample cases for a reliable estimate.

Standard error is less than .005

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1993-94.

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Table 16A.–Standard errors for percentage distribution of private schools by percent minority students and average percent minority students, by private school typology: United States, 1993-94

Characteristics	Percent minority students				Average percent minority students
	None	1-9%	10-29%	30%+	
Total	0.48	0.39	0.26	0.17	0.22
Private school type					
Catholic	0.02	0.16	0.16	0.07	0.12
Parochial	0.02	0.12	0.05	0.02	0.18
Diocesan	0.03	0.26	0.42	0.03	0.10
Private	0.05	0.60	0.33	0.70	0.39
Other religious	0.90	0.62	0.40	0.15	0.28
Conservative Christian	1.30	0.83	0.60	0.18	0.37
Affiliated	1.20	0.74	0.59	0.13	0.22
Unaffiliated	1.91	1.37	0.71	0.38	0.80
Non-sectarian	0.17	0.82	0.84	0.66	0.70
Regular	0.13	0.79	1.11	0.15	0.66
Special emphasis	0.40	1.96	2.42	1.71	1.16
Special education	0.11	0.34	1.29	0.54	1.44
School level					
Elementary	0.66	0.43	0.37	0.20	0.20
Secondary	0.10	0.39	0.39	0.44	0.85
Combined	0.82	0.86	0.51	0.29	0.55
Program emphasis					
Regular elementary, secondary	0.54	0.35	0.31	0.07	0.17
Montessori	1.26	1.76	3.50	2.73	0.86
Special program emphasis	0.57	4.35	1.91	1.57	2.22
Special education	0.11	0.30	1.14	0.47	1.28
Vocational/technical	–	–	–	–	14.73
Alternative	2.24	1.90	1.32	1.01	0.96
Size					
Less than 150	0.79	0.62	0.44	0.31	0.37
150 to 299	0.02	0.33	0.21	0.03	0.24
300 to 499	0.02	0.26	0.26	0.04	0.08
500 to 749	#	#	#	#	#
750 or more	#	#	#	#	#
Region					
Northeast	0.39	0.48	0.57	0.29	0.18
Midwest	0.96	0.59	0.25	0.06	0.18
South	1.35	0.98	0.70	0.46	0.50
West	0.15	1.04	0.23	0.39	0.78

-- Too few sample cases for a reliable estimate.

Standard error is less than .005

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1993-94.

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Table 17A.–Standard errors for private elementary and secondary schools, enrollment, FTE teachers, and high school graduates, by state: United States, 1993-94

State	Number of schools	Enrollment	Teachers	High school graduates, 1991-92
United States*	205	12,875	1,319	697
Alabama	79	4,724	456	348
Alaska	0	0	0	0
Arizona	0	0	0	0
Arkansas	30	3,995	335	0
California	65	1,987	248	65
Colorado	68	7,798	632	283
Connecticut	22	1,875	125	46
Delaware	0	0	0	0
District of Columbia	0	0	0	0
Florida	83	3,789	424	54
Georgia	81	3,586	300	127
Hawaii	0	0	0	0
Idaho	0	0	0	0
Illinois	12	794	70	98
Indiana	0	0	0	0
Iowa	30	211	34	0
Kansas	0	0	0	0
Kentucky	0	0	0	0
Louisiana	19	4,036	301	0
Maine	0	0	0	0
Maryland	0	0	0	0
Massachusetts	29	1,362	168	0
Michigan	0	0	0	0
Minnesota	0	0	0	0
Mississippi	30	1,564	150	180
Missouri	69	616	85	212
Montana	0	0	0	0
Nebraska	0	0	0	0
Nevada	0	0	0	0
New Hampshire	0	0	0	0
New Jersey	0	0	0	0
New Mexico	0	0	0	0
New York	59	4,776	482	125
North Carolina	18	1,803	147	0
North Dakota	0	0	0	0
Ohio	58	3,480	306	172
Oklahoma	62	3,584	450	288
Oregon	0	0	0	0
Pennsylvania	54	4,260	235	304
Rhode Island	0	0	0	0
South Carolina	21	1,819	155	0
South Dakota	0	0	0	0
Tennessee	54	2,909	162	0
Texas	98	7,591	708	469
Utah	0	0	0	0
Vermont	0	0	0	0
Virginia	55	4,584	621	0
Washington	53	1,858	348	0
West Virginia	0	0	0	0
Wisconsin	0	0	0	0
Wyoming	0	0	0	0

*NCES employed an area frame sample to account for noninclusion of schools at the national level. However, caution should be exercised in interpreting state by state characteristics since the samples were not designed to represent the states.

NOTE: Tabulation includes only schools that offer first grade or above.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1993-94.

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Appendix B: Values and Standard Errors for Comparison Data

Table 1B.–Number of private schools, students, FTE teachers, 1989-90 and 1990-91

Year	Schools	Enrollment	FTE teachers
1989-90	26,712	4,838,497	331,533
	(593.6)	(38,729.0)	(3,214.3)
1990-91	25,998	4,889,545	339,267
	(223.7)	(26,741.0)	(1,829.4)

SOURCE: United States Department of Education, National Center for Education Statistics, Private School Survey, 1989-90 and 1990-91.

Table 2B.– Percentage distribution of private schools, students, and FTE teachers, by school level, 1989-90 and 1990-91

School level	Schools	Enrollment	FTE teachers
1989-90			
Elementary	61.8 %	57.1 %	47.7 %
	(0.85)	(0.46)	(0.49)
Secondary	9.3	17.4	19.0
	(0.27)	(0.27)	(0.30)
Combined	28.9	25.5	33.3
	(0.76)	(0.41)	(0.47)
1990-91			
Elementary	60.5	56.6	47.2
	(0.35)	(0.22)	(0.24)
Secondary	9.5	16.7	18.3
	(0.17)	(0.17)	(0.22)
Combined	30.0	26.7	34.5
	(0.39)	(0.18)	(0.23)

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1989-90 and 1990-91.

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Table 3B.– Percentage disrtribution of private schools, students, and FTE teachers, by program emphasis, 1990-91

Program emphasis	Schools	Enrollment	FTE teachers
Regular elementary/ secondary	81.8 % (0.30)	90.1 % (0.18)	85.2 % (0.26)
Montessori	3.2 (0.08)	1.1 (0.02)	1.2 (0.03)
Special program emphasis	4.1 (0.27)	4.8 (0.16)	5.9 (0.20)
Special education	5.1 (0.19)	1.8 (0.06)	4.5 (0.17)
Vocational/technical	0.1 (#)	0.1 (#)	0.1 (#)
Alternative	5.7 (0.19)	2.1 (0.09)	3.1 (0.08)

Standard error is less than .005.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1990-91.

Table 4B.–Percentage distribution of public school students, by race/ethnicity, 1993-94

White Non-hispanic	Black Non-hispanic	Hispanic	Native American	Asian/ Pacific Islander
67.3 % (0.41)	16.3 % (0.27)	11.9 % (0.37)	1.1 % (0.02)	3.4 % (0.14)

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1993-94.

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Appendix C: Item Response Rates

Private School Survey Item Response Rates, 1993-94

Item (Source code)	Unweighted Response Rate	Number of Responses	Number in Universe
010	100.0 %	22,678	22,678
015	100.0	22,678	22,678
020	100.0	22,678	22,678
025	100.0	22,678	22,678
030	100.0	22,678	22,678
035	100.0	22,678	22,678
040	99.0	22,454	22,678
045	99.0	22,451	22,678
050	99.0	22,457	22,678
055	98.7	22,390	22,678
060	99.0	22,460	22,678
065	98.7	22,377	22,678
070	99.0	22,460	22,678
075	98.7	22,377	22,678
080	99.0	22,461	22,678
085	98.7	22,379	22,678
090	99.0	22,462	22,678
095	98.7	22,376	22,678
100	99.0	22,462	22,678
105	98.7	22,374	22,678
110	99.0	22,462	22,678
115	98.7	22,372	22,678
120	99.0	22,461	22,678
125	98.6	22,371	22,678
130	99.0	22,461	22,678
135	98.7	22,373	22,678
140	99.0	22,461	22,678
145	98.7	22,387	22,678
150	99.0	22,461	22,678
155	98.7	22,389	22,678
160	99.0	22,461	22,678
165	98.7	22,390	22,678
170	99.0	22,460	22,678
175	98.7	22,390	22,678
180	99.6	22,592	22,678
185	96.5	21,891	22,678
190	95.8	5,992	6,254
195	98.5	6,163	6,254
200	96.6	6,041	6,254
205	91.1	5,529	6,068
210	79.1	17,933	22,678
215	79.1	17,943	22,678
220	79.1	17,939	22,678
225	79.1	17,942	22,678
230	79.2	17,955	22,678
235	96.5	21,878	22,678
240	98.7	22,378	22,678
245	98.7	22,378	22,678
250	98.7	22,381	22,678
255	95.2	21,591	22,678
260	96.2	21,808	22,678
265	95.7	21,699	22,678
270	94.9	21,512	22,678
275	93.9	21,295	22,678
280	97.4	1,545	1,586
285	98.8	22,404	22,678
290	97.7	22,165	22,678
295	93.8	21,282	22,678
300	91.0	11,423	12,546
305	91.0	11,423	12,546

Item (Source code)	Unweighted Response Rate	Number of Responses	Number in Universe
310	91.0 %	11,423	12,546
315	91.0	11,423	12,546
320	91.0	11,423	12,546
325	91.0	11,423	12,546
330	91.0	11,423	12,546
335	91.0	11,423	12,546
340	91.0	11,423	12,546
345	91.0	11,423	12,546
350	91.0	11,423	12,546
355	91.0	11,421	12,546
360	91.0	11,420	12,546
365	91.0	11,420	12,546
370	91.0	11,420	12,546
375	91.0	11,420	12,546
380	91.0	11,420	12,546
385	94.6	17,147	18,118
390	99.5	18,029	18,118
395	97.4	7,827	8,037
400	99.4	22,453	22,678
405	99.4	22,545	22,678
410	99.4	22,547	22,678
415	99.4	22,536	22,678
420	99.4	22,539	22,678
425	99.4	22,544	22,678
430	99.4	22,534	22,678
435	99.4	22,548	22,678
440	99.4	22,547	22,678
445	99.4	22,548	22,678
450	99.4	22,548	22,678
455	99.4	22,547	22,678
460	99.4	22,533	22,678
465	99.4	22,544	22,678
470	99.4	22,537	22,678
475	99.4	22,548	22,678
480	99.3	22,521	22,678
485	99.3	22,530	22,678
490	99.4	22,548	22,678
495	99.4	22,546	22,678
500	99.4	22,548	22,678
505	99.3	22,523	22,678
510	99.4	22,542	22,678
515	99.3	22,523	22,678
520	99.4	22,543	22,678
525	99.3	22,522	22,678
530	99.4	22,548	22,678
535	98.6	22,360	22,678
540	99.4	22,548	22,678
545	99.4	22,547	22,678
550	99.4	22,548	22,678
555	99.4	22,539	22,678
560	99.4	22,547	22,678
565	99.4	22,546	22,678
570	99.4	22,547	22,678
575	99.3	22,523	22,678
580	99.3	22,514	22,678
585	99.2	22,497	22,678
590	98.5	22,334	22,678
595	96.3	21,842	22,678
600	100.0	22,678	22,678
605	100.0	22,678	22,678

Appendix D: 1993–94 Private School Survey Questionnaire

OMB No. 1850-0641 Approval Expires 9/30/95

NOTICE – This report is authorized by law (20 U.S. Code 1221e-1).

FORM **PSS-1C**
9/22/93

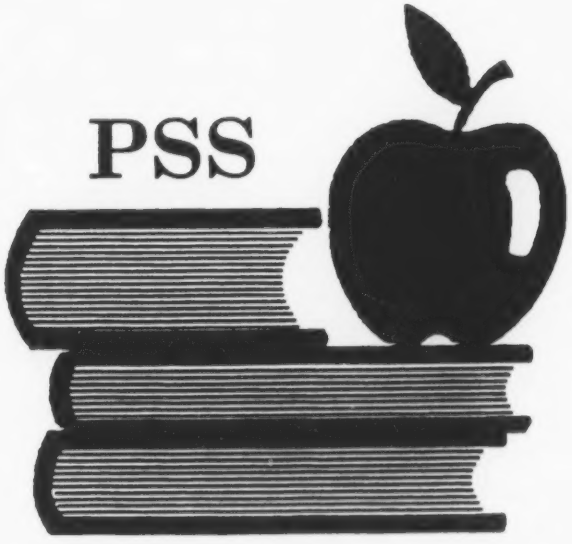
U.S. Department of Education
National Center for Education Statistics

PRIVATE SCHOOL SURVEY

1993–94 SCHOOL YEAR

Conducted by:

U.S. Department of Commerce
Bureau of the Census



DEAR PRINCIPAL:

WHO IS CONDUCTING THIS SURVEY?

The National Center for Education Statistics (NCES) of the U.S. Department of Education requests your participation in the Private School Survey. The U.S. Bureau of the Census is conducting this survey by the authority of Sections 406(b) and (c) of the General Education Provisions Act, as amended (20 USC 1221e-1).

WHY IS NCES SPONSORING THIS SURVEY?

The purpose of this data collection effort is to obtain current information about private schools, such as the type of school, length of school year, the number of students and teachers, and the number of high school graduates, if any. We will use the data to develop a profile of the providers of private education in the United States.

WHY SHOULD YOUR SCHOOL PARTICIPATE IN THIS SURVEY?

Private schools are a significant segment of the nation's educational system. Results from previous surveys have shown that approximately 24 percent of all elementary and secondary schools in the United States are private and that these schools enroll approximately 10 percent of the nation's children and employ 12 percent of the nation's teachers. The National Center for Education Statistics has instituted this survey in recognition of the importance of private education in the United States.

While there is no penalty for not responding, a high response rate is very important to the success of the survey. We encourage you to participate in this voluntary survey.

WHERE SHOULD YOU MAIL YOUR COMPLETED QUESTIONNAIRE?

Mail your completed questionnaire in the enclosed envelope to:

Bureau of the Census
Current Projects Branch
1201 East 10th Street
Jeffersonville, IN 47132-0001

THANK YOU FOR YOUR COOPERATION IN THIS VERY IMPORTANT EFFORT.

SINCERELY,

EMERSON J. ELLIOTT
COMMISSIONER
NATIONAL CENTER FOR EDUCATION STATISTICS

INFORMATION ABOUT REPORTING BURDEN

Public reporting burden for this collection of information is estimated to average 30 minutes, including the time for reviewing instructions, gathering the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, Information Management and Compliance Division, Washington, DC 20202-4651 and to the Office of Management and Budget, Paperwork Reduction Project 1850-0641, Washington, DC 20503.

1. YOUR NAME:

_____

TITLE:

_____

AREA CODE: TELEPHONE NUMBER:

( ) _____ – _____

_____

BEST TIME TO REACH YOU (if we have questions about any of your responses):
DAYS: TIME:

a.m.
p.m.

_____

2. If either (or both) of the following statements are true for the school named on the address label on the back of this questionnaire, please mark the appropriate box(es).

010 1 ☐ This private school or program teaches ONLY PREKINDERGARTEN-AGE children, that is, children who are younger than kindergarten age.

015 2 ☐ This private school or program is a DAY CARE center and it serves children of kindergarten-age or younger; it DOES NOT PROVIDE FORMAL education or instruction to children in kindergarten or above.

3. If you marked either or both of the statements in item 2 above, GO to item 15, page 7. DO NOT answer items 4 through 14.

If you did not mark either of the statements in item 2 above, continue with item 4.

4. If any of the following statements are true for the school named on the address label on the back of this questionnaire, please mark the appropriate box(es).

Mark (X) all that apply.

020 1 ☐ This school teaches only postsecondary (beyond grade 12) or adult education students

025 2 ☐ This school is no longer in operation – *Please report closing date* → _____

030 3 ☐ The school named on the address label on the back of this questionnaire is a public school, not a private school. *(Please describe school, e.g., state school for the deaf, Department of Defense school, etc.)* ▼

_____

035 4 ☐ The institution or organization named on the address label on the back of this questionnaire is not a school. *Please explain* ▼

_____

5. If you marked any of the statements in item 4 above, do not complete this questionnaire. Return it in the enclosed envelope to:

Bureau of the Census
Current Projects Branch
1201 East 10th Street
Jeffersonville, IN 47132-0001

If you did not mark any of the statements in item 4 above, continue with item 6.

6. At the end of this questionnaire, you are asked to record the amount of time required to complete this form. Please record the current date and time: ▼

_____

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INSTRUCTIONS

We suggest using a pencil to answer this questionnaire.

If you have any questions, call the Census Bureau at 1-800-221-1204. Someone will be available to take your call Monday through Friday, between 8:30 a.m. and 5:00 p.m. (Eastern time).

Please return this questionnaire within 2 weeks in the enclosed envelope.

NOTE – If this school has any programs for prekindergarten-age children, you are asked to include these children in item 16; do not include them in any other items. Do not include postsecondary (beyond grade 12) or adult education students in any items on this questionnaire.

7. How many students were enrolled in each of the grade levels listed below around the first of October?

Report only for the school named on the address label on the back of this questionnaire.

Do NOT include prekindergarten, postsecondary, or adult education students, and children who are enrolled only in day care at this school.

	Grade levels	Grades offered around October 1, 1993	Enrollment around October 1, 1993
a.	Ungraded (including ungraded special education students)	☐	
b.	Kindergarten	☐	
c.	1st	☐	
d.	2nd	☐	
e.	3rd	☐	
f.	4th	☐	
g.	5th	☐	
h.	6th	☐	
i.	7th	☐	
j.	8th	☐	
k.	9th	☐	
l.	10th	☐	
m.	11th	☐	
n.	12th	☐	

8. What was the total number of students enrolled in this school around the first of October?

Please sum lines 7(a) through 7(n). _____ Students

9a. **Last school year, were any students enrolled in 12th grade?**

☐ Yes
☐ No

GO to item 10.

b. **How many students?**

_____ 12th graders

c. **How many students graduated from the 12th grade last year?**

Include 1993 summer graduates.

Do not include students who received only vocational certificates, certificates of attendance, or certificates of completion.

☐ None → *GO to item 10.*
OR

_____ Graduates

d. **How many of last year's graduates applied to two-year or four-year colleges?**

☐ None or _____ Graduates

10. **Around the first of October, how many students were:**

Do not include prekindergarten, postsecondary, or adult education students, and children who are enrolled only in day care at this school.

a. **American Indian or Alaska Native (Aleut, Alaska Indian, Yupik, Inupiat)?**

☐ None or _____ Students

b. **Asian or Pacific Islander (Japanese, Chinese, Filipino, Korean, Asian Indian, Vietnamese, Hawaiian, Guamanian, Samoan, other Asian)?**

☐ None or _____ Students

c. **Hispanic, regardless of race (Mexican, Puerto Rican, Cuban, Central or South American, or other Hispanic culture or origin)?**

☐ None or _____ Students

d. **Black, not of Hispanic origin?**

☐ None or _____ Students

e. **White, not of Hispanic origin?**

☐ None or _____ Students

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11. **How many days are in the school year for students in this school?**

_____ Days per year

12. **How long is the school day for students in this school?**

Report BOTH hours and minutes, e.g., "5" hours and "45" minutes, "6" hours and "0" minutes, etc. If the length of day varies by grade level, record the longest day.

_____ Hours

AND

_____ Minutes

INSTRUCTIONS FOR ITEM 13

Report this school's TEACHERS according to the time spent teaching at this school.

In addition to regular classroom teachers, be sure to include those who teach subjects such as art, music, physical education, and special education.

Do NOT include:

- Prekindergarten, postsecondary, or adult education;
- Student teachers, teacher aides, day care aides, and short-term substitute teachers;
- Counselors, library media specialists/librarians, speech therapists, social workers, and administrators UNLESS they also teach a regularly scheduled class at this school.

If this school has a teaching principal, be sure to include him/her in the appropriate time category.

EXAMPLE

The following is an example to illustrate how you should report teachers in item 13.

If this school has 11 full-time teachers for grades 1-12, 2 half-time teachers for grades 9-12, one teacher who teaches kindergarten ½ time and prekindergarten ½ time, a music teacher who teaches two days each week, and a teaching principal who teaches one 45-minute class each day, you would fill item 13 like this:

☐ None or 11 Full-time teachers

☒ None or _____ Teach at least ¾ time but less than full time

☐ None or 3 Teach at least ½ time but less than ¾ time

☐ None or 1 Teach at least ¼ time but less than ½ time

☐ None or 1 Teach less than ¼ time

16 **TOTAL TEACHERS**

Notice that the teacher who teaches kindergarten half time and prekindergarten half time is counted as a half-time teacher; the time he/she spends teaching prekindergarten is not counted in item 13.

The teaching principal is reported in "Teach less than ¼ time"; the time he/she spends working as a principal is not included in item 13.

13. How many persons holding teaching positions at this school were teaching in grades K–12 and/or the COMPARABLE ungraded levels around October 1, 1993?

Do not include short-term substitute teachers, student teachers, teacher aides, or day care aides. Include only filled positions; do not count vacant positions. Consider only the amount of time an individual works as a teacher during a typical week at this school.

☐ None or _____ Full-time teachers

☐ None or _____ Teach at least 3/4 time but less than full time

☐ None or _____ Teach at least 1/2 time but less than 3/4 time

☐ None or _____ Teach at least 1/4 time but less than 1/2 time

☐ None or _____ Teach less than 1/4 time

_____ **TOTAL TEACHERS**

14a. What type of school is this?

Mark (X) only one box.

1 ☐ REGULAR elementary or secondary

2 ☐ MONTESSORI

3 ☐ Elementary or secondary with a SPECIAL PROGRAM EMPHASIS – e.g., science/math school, performing arts high school, foreign language immersion school, talented/gifted school, etc.

4 ☐ SPECIAL EDUCATION – primarily serves students with disabilities.

5 ☐ VOCATIONAL/TECHNICAL – primarily serves students being trained for occupations.

→ ***GO to item 15.***

6 ☐ ALTERNATIVE – offers a curriculum designed to provide alternative or nontraditional education; does not specifically fall into the categories of regular, special education, or vocational school.

b. Is a major role of this school to support home schooling?

1 ☐ Yes

2 ☐ No

15. Is this school located in a private home that is used primarily as a family residence?

1 ☐ Yes

2 ☐ No

Notes

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16. **Many schools offer programs during the regular school day for children in the years before kindergarten. These programs include prekindergarten programs, nursery programs, preschool programs, day care programs, Head Start programs, and other programs operating during the regular school day for prekindergarten-age children.**

a. **Around the first of October, which of the following types of programs were available at this school during the regular school day?**

These are meant to be independent types of programs. For any particular program, mark the label that best applies. If more than one program is available at this school during the regular school day, mark (X) all that apply.

- ☐ No programs for prekindergarten-age children → ***GO to item 18a, page 9.***
- ☐ Head Start administered by this school
- ☐ Head Start administered by an outside agency
- ☐ Day care program administered by this school
- ☐ Day care program administered by an outside agency
- ☐ Chapter 1 prekindergarten
- ☐ Prekindergarten special education administered by this school
- ☐ Prekindergarten special education administered by an outside agency
- ☐ General prekindergarten program administered by this school (not predominantly Head Start, day care, Chapter 1, or special education)
- ☐ General prekindergarten program administered by an outside agency (not predominantly Head Start, day care, Chapter 1, or special education)

b. **How many prekindergarten-age children were enrolled in one or more of these programs around the first of October?**

Children enrolled in more than one program should be counted only once.

☐ None or _____ Prekindergarten-age children

17. **How many persons holding teaching positions were teaching in these prekindergarten programs at this school around October 1, 1993?**

Do not include short-term substitute teachers, student teachers, teacher aides, or day care aides. Include only filled positions; do not count vacant positions. Consider only the amount of time an individual works as a prekindergarten teacher during a typical week at this school.

☐ None or _____ Full-time teachers

☐ None or _____ Teach at least 3/4 time but less than full time

☐ None or _____ Teach at least 1/2 time but less than 3/4 time

☐ None or _____ Teach at least 1/4 time but less than 1/2 time

☐ None or _____ Teach less than 1/4 time

☐ None or _____ **TOTAL PREKINDERGARTEN TEACHERS**

18a. Does this school have a religious orientation, purpose, or affiliation?

- ☐ Yes
- ☐ No

GO to item 19, page 10.

b. Is this school formally affiliated with a national religious denomination?

- ☐ Yes
- ☐ No

c. What is this school's religious orientation or affiliation?

Mark (X) only one box.

- ☐ Roman Catholic
- ☐ Amish
- ☐ Assembly of God
- ☐ Baptist
- ☐ Calvinist
- ☐ Christian (no specific denomination)
- ☐ Church of Christ
- ☐ Church of God
- ☐ Disciples of Christ
- ☐ Episcopal
- ☐ Friends
- ☐ Greek Orthodox
- ☐ Islamic
- ☐ Jewish
- ☐ Latter Day Saints
- ☐ Lutheran Church -- Missouri Synod
- ☐ Evangelical Lutheran Church in America (formerly AELC, ALC, or LCA)
- ☐ Wisconsin Evangelical Lutheran Synod
- ☐ Other Lutheran
- ☐ Mennonite
- ☐ Methodist
- ☐ Pentecostal
- ☐ Presbyterian
- ☐ Seventh-Day Adventist
- ☐ Other –*Specify* _____

GO to item 19, page 10.

d. Which of the following categories best describes this school?

Answer this question only if you marked "Roman Catholic" for question c above.

Mark (X) only one box.

- ☐ Parochial (or inter-parochial)
- ☐ Diocesan
- ☐ Private

19. To which of the following associations or organizations does this school belong?

Mark (X) all that apply.

- ☐ Accelerated Christian Education
- ☐ Alternative School Network
- ☐ National Coalition of Alternative Community Schools
- ☐ American Association of Christian Schools
- ☐ American Montessori Society
- ☐ Other Montessori association(s)
- ☐ Association of Christian Schools International
- ☐ Association of Military Colleges and Schools
- ☐ Bilingual School Association
- ☐ Council of Bilingual Education
- ☐ Other association(s) for bilingual education
- ☐ Christian Schools International
- ☐ Council for Exceptional Children
- ☐ National Association of Private Schools for Exceptional Children
- ☐ Other association(s) for exceptional children
- ☐ Council of Islamic Schools in North America
- ☐ Early Childhood Education Association
- ☐ Other early childhood education association(s)
- ☐ European Council for International Schools
- ☐ Other association(s) for international schools
- ☐ Friends Council on Education
- ☐ General Conference of the Seventh-Day Adventist Church
- ☐ National Association of Episcopal Schools
- ☐ National Association of Independent Schools
- ☐ National Independent Private School Association
- ☐ Other independent school association(s)
- ☐ National Association of Laboratory Schools
- ☐ National Catholic Educational Association
- ☐ Jesuit Secondary Education Association
- ☐ National Center for Neighborhood Enterprise
- ☐ National Federation of Church Schools
- ☐ National Society of Hebrew Day Schools
- ☐ Solomon Schechter Day Schools
- ☐ Other Jewish school association(s)
- ☐ Oral Roberts Educational Fellowship
- ☐ Other Christian school association(s)
- ☐ Other religious school association(s)
- ☐ Other nonreligious school association(s)
- ☐ NONE OF THE ABOVE

20. **In what year was this school founded?**

595 _____
Year

21. **Not counting interruptions, how long did it take to complete this questionnaire?**

600 _____ Hours

AND

605 _____ Minutes

22. **Please record the date you completed this form.**

610 Month _____ Day _____ 19__ Year

23. **Please verify this school's name and address and enter any corrections on the lines below. If the name and address on the label are correct, enter "Same" on the lines below.**

(a) School name

_____

(b) Address – Number and street

_____

(c) City _____ State _____ ZIP Code _____

THIS COMPLETES THE QUESTIONNAIRE. THANK YOU FOR ASSISTING US IN THIS IMPORTANT SURVEY. YOUR TIME AND EFFORT ARE APPRECIATED.

PLEASE RETURN THE QUESTIONNAIRE IN THE ENCLOSED ENVELOPE TO:

Bureau of the Census
Current Projects Branch
1201 East 10th Street
Jeffersonville, IN 47132-0001

The following reports from previous private school surveys are available for a fee:

1. Private Schools in the United States: A Statistical Profile, with Comparisons to Public Schools. (NCES 91–054, February 1991)

   Ask for stock #065-000-00441-1, $9.50.

2. Private School Universe Survey, 1989 –1990 (NCES 93–122, December 1992)

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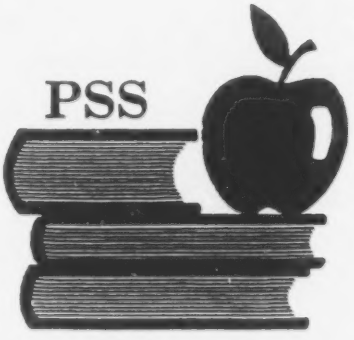

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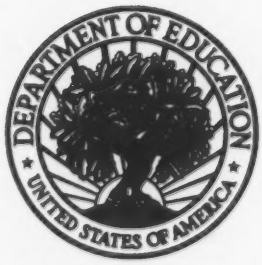

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